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ABSTRACT

To help New York City public schools reduce the fragmentation of student services and design comprehensive instructional plans, researchers gathered examples of cohesive programs that unify classroom instruction with special compensatory educational services funded by outside sources. Chapter one reviews the problems caused by fragmented instructional services, discusses the concept of comprehensive planning, and describes 11 comprehensive programs solicited from school boards and educational researchers around the nation. In chapter two the authors present the results of 40 case studies of New York City schools that provide compensatory instruction through three or more programs funded outside the regular district budget. The findings indicate a high degree of instructional fragmentation. Chapter three profiles two districts and three schools that have model comprehensive instructional plans. The chapter also examines factors affecting comprehensive planning and the relationship between planning and student achievement. Planning services available from the New York City Board of Education's Comprehensive Planning Unit are outlined in chapter four. Appended to the report in a second volume are copies of the case study research instrument, data tables, and planning documents from a model district and school. (Author/RW)

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Helping Schools Work:

Comprehensive Planning Models

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Planning Project for Comprehensive School Program Coordination

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January 1981

HELPING SCHOOLS WORK:

COMPREHENSIVE PLANNING MODELS REPORT

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

FOREWORD

Recognizing that district-wide and school-wide comprehensive planning to improving student achievement in an era of shrinking resources, The Office of Funded Programs of the New York City Board of Education requested that a study be conducted to examine the methods by which schools and districts provide students with a cohesive instructional plan.

As a result of this study, The Office of Funded Programs, under a Title IV-C grant, initiated the Comprehensive Planning Project. The Planning Project has reported more effective planning approaches for improving student achievement in educational programs, which are supported by multiple special funding sources as well as basic tax-levy dollars. This Working Paper is the result of the project's research year. It examines comprehensive planning models used by some New York City school districts and schools which are strongly committed to improve student achievement through a unified instructional program. Comprehensive planning approaches used by administrators and educators throughout the nation are also reported. The document is one of several recent reports being produced which will assist schools and districts to improve pupil achievement by more efficiently using their existing resources.

Appreciation for this Working Paper is expressed to Dr. Perry Davis, Director of The Office of Funded Programs, Mr. Marvin Barondes, Deputy Director of The Office of Funded Programs, Ms Aida Price, Project Director of the Comprehensive Planning Unit, Dr. Audrey Sieger and Mr. Felix Campagne Sanchez, Project Managers of the Project, and the staff of these offices. In addition, our appreciation is sincerely expressed to the Title IV-C Policy Advisory Committee for its invaluable assistance, and to the State Education Department for its constant support.

Frank J. Macchiarola
Chancellor

January 1981

ACKNOWLEDGEMENT

Case studies of 40 schools in New York City were conducted to identify the methods by which special programs are coordinated with classroom instruction. The effects of school level operations of multiple funded programs (e.g., scheduling staff assignments, monitoring of student progress) on the instructional services were examined. It is hoped that the study will be of assistance to schools in designing a comprehensive plan for all student services. We wish to thank the members of the New York City Board of Education, Office of Funded Programs, community school district personnel, and the staff of the forty schools who responded on very short notice to requests for extensive documents and interviews.

We wish to specifically thank staffs of the four school districts and three schools who gave of their time and efforts in order for this project to document in-depth their comprehensive planning endeavors. These school districts and schools include Districts 7, 10, 15 and 22, and P.S. 27K, P.S. 31X and one school which wishes to remain anonymous.

We are especially grateful to Dr. Perry Davis, Director of Funded Programs, for his encouragement, support and guidance on behalf of this project.

We wish to thank the members of the Title IV-C Policy Advisory Committee for their efforts on behalf of the project's philosophy and direction. Their critique and encouragement are greatly appreciated.

We wish to thank Steven Corbin and John Koster, doctoral interns from Hofstra, who assisted in the analysis of data for the forty case studies.

We wish to thank Irene Kaplan, who read, proofed and typed this report, and for her patience and cheerful manner in working with this staff during the most hectic and trying of times.

Aida Price, Project Director
Audrey Sieger, Project Manager
Felix Campagne, Project Manager

TABLE OF CONTENTS

PAGE

Purpose....1
Introduction....3

1. Comprehensive Planning Approaches
   A. Introduction....8
   B. Comprehensive Planning Approaches
      1. System-wide Comprehensive Planning....9
      2. School site Planning for Coordination of all Programs....10
      3. Team Management Model....11
      4. School site Planning Committees....12
      5. Lump-sum Site Budgeting....13
      6. Comprehensive School Level Planning for Grades K-3....14
      7. Schoolplans for Consolidated Programs....15
      8. School Site Planning....16
      9. School Level Comprehensive Plan for Teaching....18
      10. Component Centered Comprehensive Educational Planning....19
      11. Participatory Decision-making Involvement...20

2. Research Related to School Based Comprehensive Planning
   A. Case Studies
      1. Purpose....21
      2. Selection of Sites....22
      3. Selection of Respondents....22
      4. Treatment of the Data....24
      5. Findings....25
      6. The Existence and Extent of Fragmentation...25
   B. Relationship Between The Field Survey and Case Study Research Results....28

3. Comprehensive Planning Models in New York City Public School System
   A. Models
      1. District Model 1....32
      2. District Model 2....38
      3. School Model 1....53
      4. School Model 2....60
      5. School Model 3....69

B. Discussions, Implications and Conclusions
1. Salient Features Among Models.....91
2. Reported Constraints to Comprehensive Planning.....94
C. Relationship Between Comprehensive Planning and Student Achievement.....95

4. The Role of The Comprehensive Planning Unit in Comprehensive Planning at the School and District Levels.....96

References.....99

Appendices

Appendix A:Case Study Instrument.....App-1
Appendix B:Tables 2 - 12, Results and Commentary.....App-20
Appendix C:District #10.....App-33
Appendix D:Special Primary School 31.....App-84

APPENDICES UNDER SEPARATE COVER

PURPOSE

Comprehensive school planning is part of an effort to improve student achievement by reducing educational fragmentation. Educational planners and administrators are concerned about the fragmentation of instructional services that often occurs in compensatory education programs. This report is part of the effort to identify that fragmentation, when it occurs, reduce it and, if possible, eliminate it.

In this report, schools and school districts are provided with examples of cohesive and consistent approaches to planning for the implementation of the coordination of instructional programs. These plans have been developed individually by schools and school districts in order to maximize the impact of educational services. It is important to recognize that all comprehensive plans are themselves the result of a process of comprehensive planning.

Fragmentation is defined in the Introduction. Problems caused by the fragmentation of instructional services are reviewed and the concept of comprehensive planning is presented.

Comprehensive planning models that attempt to reduce fragmentation in specific program areas (e.g., budgeting, proposal writing, curricular) are presented in Chapter 1. Although some of these models may be general and may not specifically address instructional concerns, particular elements of each of these planning approaches are applicable to the New York City public schools.

Forty New York City schools which provide instruction via many funded programs (in addition to tax-levy instructional services) were studies in depth. The effects of school-level operations of multiple funded programs (e.g. scheduling, staff assignments, monitoring of student progress, etc.) on instructional services for students are examined in Chapter 2.

Comprehensive planning models and approaches to instructional coordination presently being practiced in several New York City schools and school districts are highlighted in Chapter 3. This section also discusses the factors that facilitate and/or constrain the coordination of instructional services provided by various funding sources and tax-levy funds, concluding with a discussion of the relationship between fragmentation of instruction, comprehensive planning and student achievement.

Services provided by the Comprehensive Planning Unit of the New York City Board of Education toward a cohesive city-wide approach are outlined in Chapter 4.

The Comprehensive Planning Models Report is one of three documents concerned with comprehensively planning cohesive (i.e., non-fragmented) instructional services. Working Note I, (Comprehensive Planning for Program Coordination : A State of the Art, 1980), examined the state of the art of coordination of all instructional services available to schools and school districts. The Planning Handbook for Resource Allocation Committees, which is being field tested during the school year 1980-81, is an outgrowth of this paper. The Handbook is providing schools with a process for developing their own comprehensive plans. Although all three documents may be viewed independently of one another, they are companion documents and a result of the research findings and field work of this project. All three documents may be obtained from the Comprehensive Planning Unit, Office of Funded Programs, The New York City Board of Education.

INTRODUCTION

Comprehensive planning approaches were initiated by educational planners and administrators of compensatory education in response to the concern about fragmentation of instruction and administrative services.

> Fragmentation, as defined within the scope of this document and its support field research, is seen as the lack of integration of all student instructional and administrative services.

In addition to the regular classroom instruction, many New York City students receive compensatory instructional services from one or more funded programs. However, the complex nature of funding (the guidelines for administering the programs, the paperwork and specific program objectives) often results in instructional services that are frequently unrelated to the regular classroom instruction. Instructional services that are not comprehensively planned will tend to offer an instructional day for students that is fragmented. This type of instruction is often duplicative or contradictory to regular classroom activities.

Since funded programs follow their own operational guidelines, they are usually administered separately from the regular classroom program. This means that funded programs follow instructional goals and objectives that can be and are often different from those of the regular classroom. Funded program teachers usually receive staff training apart from the classroom teacher. Often, this training does not relate to or complement the instruction practiced in the regular classroom. The lack of continuous interaction between all teachers for sharing instructional plans and monitoring student progress, often results in duplication of instruction and testing.

In addition, children may be losing out on the basic classroom instruction by spending too much time out of the classroom for supplementary instructional services. Specifically, students may be unnecessarily served via the instructional practice known as the "pull-out" approach for providing supplementary or compensatory education.

> No "pull-out" programs that reflect "fragmented" delivery of services will be approved. There must be evidence of planning, articulation and coordination between the classroom teacher and the resource teacher.

The recommendations of The New York State Board of Regents Advisory Council for programs funded under ESEA Title I (Regents Advisory Council, 1979) reinforce the Commissioner's efforts (above) to promote comprehensive planning. The Council focused on the elimination of instructional fragmentation which results from, "unimaginative instructional approaches", i.e., pull-out models, believing this practice to be, "a major deterrent to the establishment of coordinated, maximally effective programs of instruction." (p.1).

In response to the above concerns, The Office of Funded Programs of The New York City Board of Education requested the Center for Advanced Study in Education of C.U.N.Y. to conduct a study that would examine the ways in which ten schools and community school districts coordinate instruction. It was anticipated that the study would be useful for community school districts and schools in developing comprehensive plans. It was found that short of changing the funded program statutes, coordinated planning with emphasis on principal involvement and leadership, could resolve many of the problems associated with "compartmentalized" instruction. (Truesdell, 1979).

"A child's mind cannot be compartmentalized by disjointed layers of remedial programs," said Dr. Perry Davis, Director of The Office of Funded Programs of The New York City Board of Education. "The whole child must be served in a way that coordinates key services. Title I remedial reading personnel, for example, must be aware of other state and city reading programs directed at the same child. Too often, this is just not the case."

Fragmentation of instruction can be reduced by comprehensively planning the utilization of all instructional services and resources available in a school. Comprehensive planning for the most effective allocation of resources among funded programs and with tax-levy programs will help to maximize the impact of all instructional services available to students (Planning Project for Comprehensive School Program Coordination, 1980). Specifically, comprehensive planning results in:

A. a cohesive instructional plan for every student which does not fragment the student's instruction;

B. funded and tax-levy instructional services that are complementary with one another; and

C. supplemental services which extend (not contradict nor supplant) the basic tax-levy instructional plan, and foster the interaction of all available funding sources.

Comprehensive Planning to reduce fragmentation addresses the following programmatic concerns:

---instructional goals and objectives
---instructional guidelines for the teaching staff
---school scheduling that encourages alternative methods for providing supplemental services
---formalized articulation time for teachers
---staff development
---diagnostic/prescriptive and pupil progress records for all students

It has been shown that the most successful and educationally sound approach to developing a comprehensive plan for integrating all instructional services in a school is to utilize a planning approach. This approach must include the following:

---an analysis of problems which inhibit achievement
---a school needs assessment and resource statement
---written goals and objectives for all instruction
---a plan of activities and timeline for implementing programmatic modifications

After the comprehensive plan is developed, a school can then implement its plan and evaluate the results of the changes made in order to revise and improve the plan.

Comprehensive planning approaches are structured, organized, methodical and consistent. Comprehensive planning is a continuous process that meets the needs of the students and adjusts to changing school conditions (e.g., budgetary cuts, loss of program or staff). The comprehensive school plan which is developed is unique and related specifically to the characteristics and needs of each school or school district.

The benefits of comprehensive planning are numerous. Faced with shrinking dollars for educational programs, schools are increasing their demands on the classroom teachers to provide remediation with less resources and larger class sizes. By involving the personnel who are responsible for providing instruction to students in the planning of these instructional services, comprehensive planning allows teachers and other instructional personnel to set up the best strategies for meeting the instructional needs of their students. Other benefits of comprehensive planning for the school staff include:

---focus on student achievement
---the possible reallocation of resources to solve pressing instructional problems
---a basis for longterm budget requests
---the involvement of many people in decision-making
---a <u>process</u> for coordinating all instructional services and reallocating available resources
---a <u>product</u>: a unique and flexible school plan for coordinating all instructional services
---the interaction of funded and tax-levy staff for an exchange of ideas and information
---a more cohesive instructional plan for every student which does not fragment the student's instructional day.

The school principal is responsible for providing the most appropriate instructional program for each student. At the same time, the day to day activities of a principal generally includes scheduling problems, substitute coverage, supervising staff, meeting with parents, completing paperwork requirements, supervising breakfast and lunch programs, and solving crisis situations. Principals are essentially confronting less instructional resources and are hard pressed to manage to provide the most basic instruction. Comprehensive planning will ease these arduous responsibilities in that:

---a comprehensive plan will give the principal an active leadership role in planning for instructional concerns. It will enable the principal to integrate the daily operations of the school into the responsibilities of total staff. The principal can then serve the school as an instructional leader as well as a school manager.

---the school principal will have a comprehensive plan which best utilizes all resources available and allows for change. This can help the school principal to avoid "crisis" planning (i.e., making last minute changes in the instructional program because of budget cuts, changes in student population, etc.).

---the school principal is provided with a planning committee which is representative of the school to help solve all school-related decisions.

---by developing a school plan with staff, research has shown that the school principal may greatly improve morale and attendance.

Finally, the school district benefits when their schools have developed comprehensive plans because:

---shared accountability comes about when each school in the district is committed to a series of goals and objectives.

---the district can apply for funding sources that accurately meet the unique need of each school.

---when each school has a clearly articulated plan for coordinating all services, modifications and changes in available resources can be instituted without radical changes in the school operations.

---a management approach to all school community planning and decision making is available with the establishment of school based planning committees.

The goal of compensatory education is ultimately to improve pupil achievement by maximizing the educational opportunities for all school children. It is assumed that planning comprehensively to integrate special programs with the regular classroom instruction will contribute to higher student achievement levels of performance. Indeed, results of research in the New York City public schools (Planning Project for Comprehensive School Program Coordination, 1980) indicated that comprehensive planning is an organizational strategy necessary for maximizing the decreasing resources available to schools in order to impact onstudent achievement.

"Common sense seems to dictate that students will attain a higher level of achievement when they participate in a well coordinated set of instructional programs that work in harmony toward attaining clearly articulated and agreed upon objectives." (Truesdell, 1979). In summarizing the findings of a study of funded programs in New York City, Truesdell said: "A coordinated instructional program was found in schools that had established goals or an instructional focus, where the principal exerted strong leadership, where special programs were designed to include an articulation process, where school organization facilitated teacher interaction, and where coordination was expected and supported by school and/or district supervisors." (p.22).

The following chapter presents various comprehensive planning approaches. These general comprehensive planning approaches are not unique or individual to the New York City Public School System but are approaches utilized throughout the United States. Some approaches are research based, while others developed from a search for policies to cope with the day to day problems in the schools. All of the approaches have a common thread which aim to improve student achievement under a cohesive educational plan.

CHAPTER 1

COMPREHENSIVE PLANNING APPROACHES

This chapter describes eleven comprehensive planning approaches. These approaches are attempts to reduce fragmentation in specific program areas (e.g., budgeting, proposal development, curricular). Each has been categorized according to the program areas it addresses. In some cases, the planning approach affects multiple program areas.

These comprehensive planning approaches are described in the following manner:

---The source details where the planning approach is being implemented. Readers interested in obtaining more information are provided with the necessary addresses.

---The type of approach describes the specific program area that the planning approach addresses.

---The description details notable aspects of the planning approach.

---A comments selection may address the funding source that supports the planning approach, salient features of the approach, availability of documentation for replication, etc.

While some of the planning approaches are general and may not specifically address instructional and administrative concerns, particular elements of the approaches will have applicability to New York City public schools. Readers who are interested in obtaining additional information, regarding any of the approaches, should contact The Comprehensive Planning Unit, Office of Funded Programs of The New York City Board of Education, (212) 855-4484 or (212) 596-6695.

COMPREHENSIVE PLANNING APPROACHES

SOURCE:

Comprehensive School Plan
Board of Education
Washington, D.C.

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
System-wide Comprehensive Planning for Integrated and Coordinated Instructional Services	This plan is for the entire school system, grades K through 12. The goal is the integration and coordination of all services. The planners are members of the staff of each school in the district. They work as a team and report progress to their respective school staffs. The planning process begins with a year-long awareness program, introducing the planners to: (1) competency based education; (2) revising instructional goals; (3) conducting a system-wide needs assessment; (4) student population projections; and (5) budgetary practices. The planning strategies develop sequentially as follows: (1) Planning Assumptions - how committees will work. (2) Constraints and Resourses-budget, pupil-teacher ratios, building utilization, funding regulations, student mobility, etc. (3) Alternatives - to current school practices. (4) Goal Setting and Needs Assessment activities to revise and prioritize instructional goals. Goals are related to student diagnostic results. (5) Select Alternatives (6) Process Objectives-develop an instructional sequence, which includes teaching approaches and provisions for interaction and articulation of responsibilities for all staff.	Planning Committee members return to their entire school staff and report all planning activities at school faculty meetings Planning is based on analyzing population trends city-wide, by neighborhood and via the individual school history. This information is available by grade and special education and regular class. This school system adopted a comprehensive planning process because it believes that this approach: (1) provides a framework for planned orderly change; (2) communicates to the public and school personnel a greater understanding of the system's purposes and operations; (3) identifies the needs of students; (4) fosters the active participation of all personnel and community; and (5) provides a basis for identifying needed resources and/or redirecting resources.

COMPREHENSIVE PLANNING APPROACHES

SOURCE:

Ginsberg, Allan I
Federal Strategies for local program coordination.
Speech presented at the Annual Meeting of the American Educational Research Association, April 1980.

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
A proposal for school site planning for instructional coordination between special programs services and the basic classroom instruction.	This proposed comprehensive plan for program coordination is based on the assumptions that program effectiveness is due to: (1) local commitment on the part of the school principals and teachers; (2) the use of proven instructional procedures; (3) clearly focused program goals; (4) coordination between special programs and the regular instructional day; and (5) feedback mechanisms for good program performance. School site councils are to be formed for the planning activities. The goal of this planning is a local school plan which focuses on students' needs. The plan would include: (1) a needs assessment; (2) a goals statement (i.e., what does the program want to accomplish?); (3) an instructional plan which takes into account resources, curriculum and staff; (4) a management plan which describes how the plan will be implemented; and (5) evaluation accountability measures.	This proposed plan addresses accountability and is student focused, because plans are based on student needs. This model would: (1) foster local commitment; (2) still allow for the tracking of federal monies; (3) focus on instruction, not the source of the dollars; (4) encourage the school to focus on the students' total instructional day; and (5) use meaningful goals to encourage feedback. Performance standards are to be decided upon by a review board. This proposal does not specify the level of system to be involved in the planning.

COMPREHENSIVE PLANNING APPROACHES

SOURCE:
Local School Development Project,
New York Urban Coalition
1270 Avenue of the Americas
New York, New York 10020

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
This project employs a team management model with school site planning teams.	This project is working in 38 N.Y.C. schools, which represent 5 school districts. A project staff member is assigned to each of the five school districts, on a full-time basis. 4 of the 5 school districts have provided a district staff person who spends 50% of his/her time with the project staff member. These two then work directly with the planning teams in each participating school. School site planning committees consist of teachers, administrators, parents, and in most cases, a representative from the district office staff. The committees assess school ideas, determine policy and set budgetary priorities. The goal of the planning is to create a comprehensive plan for the integration and coordination of all instruction. The committee will also implement and evaluate the plan. Planning strategies include (1) team organization; (2)initial team training; (3) ongoing training (e.g.,proposal weiting); (4) needs assessment; (5) goal setting (6) objective and strategy development; (7) implementation; and (8) evaluation.	This project provides financial incentives (e.g., resources, released time) to participating schools. One focus of this plannin appears to be shared decision-making involvement on the local level, especially parent partici pation. While some schools are addressing the problems o climate, others are developing plans for total instructional reading and math services. The project provides the following training: 1-Planning workshops for committee members 2-Workshops for committee chairperson 3-District level principa training program 4-District superintendent Local School Developmen Project forum. In addition, a Youth Leadership Program involv approximately 40 middle school students, who are involved with school planning committees.

COMPREHENSIVE PLANNING APPROACHES

SOURCE:
School Improvement Project
Office of Curriculum and Instruction,
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
School site planning committees in elementary and middle schools formulate an individual school improvement plan.	The goal of this model is to help participating schools improve their instructional effectiveness by developing educational practices and conditions believed to be most conducive to successful education. The school planning is addressing the factors shown to be major determinants of school effectiveness. They are: (1) strong administrative leadership; (2) a positive school climate; (3) a school-wide emphasis on basic skills; (4) optimistic teacher expectations of student ability; and (5) an on-going assessment of pupil progress. Each school plan is to include at least one of the above needs with a proposed solution (including descriptions of activities, required resources, and an evaluation design). A school liaison is assigned to each school to actively assist in the needs assessment activities (the committee formation), and to plan the development phases of the program with the committees. The committees meet weekly as a whole and some schools hold subcommittee meetings. The planning committee members represent all school constituencies; representatives from reimbursable programs, special education, the school administrators from all grade levels, auxiliary staff and parents.	This project provides financial incentives (e.g., resources, pay for planning committee members). SIP receives, in addition to Title IV-C funding, funds from private foundations.

COMPREHENSIVE PLANNING APPROACHES

SOURCE: School Site Management, California

Determinants and Effects of School-Site Management Reform In California Public Schools, Patricia A. Craig, Policy Analyst, Educational Policy Research Center, Stanford Research Institute Menlo Park, California

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
School Site Management involves parents, teachers and school administrators in setting school budgetary policies for new and existing school programs.	This evaluation report is the result of a pilot study of California schools and their movement away from centralized budgeting and toward school-site management practices. This model is a new approach to school budget management. It allows each school to allocate resources according to the unique needs of their student population, resulting in greater school control over the budget, and shared decision-making involvement. Implementation of School Site Management requires new budget techniques known as lump-sum school site budgeting. The school committees allocate resources according to the unique needs of their student population. This approach permits local school autonomy and therefore greater policy flexibility. The local school has freedom to make trade-offs between categories of personnel. In addition surplus funds can be carried over for the following year. The school budget consists of "Resource Units" which are used to reallocate monies, do "personnel trade-off", etc. Decisions are made by the school principal, teachers and parents. A continual feedback system is used to monitor the rate of expenditures in budget categories. Such a feedback system is necessary to promote the constant and systematic re-examination of priorities and expenditures.	An added benefit of this management is that schools and school districts develop the capability to compare one set of instructional programs with another. Because the principal is manager of the school, it is imperative that he/she must have an understanding of the budgetary process. Research to assess the effects of School Site Management found 3 significant effects: (1) A greater increased flow of information between the district office and school site was created; (2) increases in administrative costs a a result of #1; and (3) A noticeable increase in teacher morale. This approach has been used in suburban schools, which can more easily adopt the school site management approach than large cities.

COMPREHENSIVE PLANNING APPROACHES

SOURCE: Policies for Early Childhood Education
State Education Department
State of California
Sacramento, California

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
Comprehensive school level planning for grades K-3.	Comprehensive school level planning is the result of the Early Childhood Education Act of 1972, which called for a "Master Plan" for Early Childhood Education. Legislation mandated local school plans with parent and staff involvement. The comprehensive school plan provides for: (1) a needs assessment; (2) a consolidated plan which is also the formal application to the state for funds; (3) implementation plans with time lines; (4) an evaluation of the plan; (5) a review for modifications that reflect changing needs; (6) student testing procedures; and (7) a final evaluation. The plan must contain measurable objectives for reading, math, health services, bilingual education (where applicable), staff development, multi-cultural education, and parent participation/education.	This model is restricted t restructuring early childhood education in the participating district schools (grades K through 3). Additional state mandate calls for a diagnostic, individualized approach to education, which must be incorporated into the comprehensive plan. It appears that the school principal is the key ingredient to successful planning in this approach. Flexibility in the school schedule provides time for staff to plan. The arrangements for flexible staff scheduling are not explained.

COMPREHENSIVE PLANNING APPROACHES

SOURCE:

California State Department of Education
Wilson Riles, Superintendent of Public Instruction
Sacramento, California

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
School plans for consolidated programs.	This model involves a three year planning cycle. In the first year, a school carries out a complete plan. For the second and third years, modfications are made. This plan also serves as the application for funding. Three options for school planning and writing the comprehensive plan are offered by the SED. The options are: (1) planning by instructional components; (2) planning via student-centered outcomes; and (3) for schools that have had planning experiences, an unstructured planning approach is offered. A planning Handbook contains detailed explanations of the three options and suggestions for using each of the planning processes. School site councils consisting of teachers, parents and administrators, develop the plan. Within the plan, the coordination of services and resources between the school district and the schools is also specified.	This plan is addressed to all instructional programs in the school. The elementary schools have 3 years to incorporate all instruction into a total school plan. The secondar schools have 5 years to complete this task. This is very through and developed model for enabling all schools to plan and institute a comprehensive plan of program coordination. Because the plan and the application for funding are the same document, a great deal of tedious and duplicative paperwork is avoided.

COMPREHENSIVE PLANNING APPROACHES

SOURCE: Model School Improvement Program Councils:
A Proposal to Develop Them Using Decision Seminar Strategies
Dr. Myron L. Puckett
The San Francisco, California

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENTS
School site planning addressed to identify individualized instruction and Special services, staff development, school climate, as well as individual needs of each school All are factors that effect student achievement.	School finance reforms, mandated by Assembly Bill 65 of 1977, provided for the development of school site improvement efforts. This proposed model employs school committees consisting of the principal, teachers and parents, who are to develop a 3 year plan to bring about changes in the schools that effect student achievement and learning. The plan makes provisions for instructional concerns, special needs, staff development, school climate, and program evaluation. During the first planning year, the committee is to look at total school program and discuss implications for improvement. A three year plan is to be developed and should include the following elements: (1) Instructional: curriculum, teaching strategies and material responsive to individualized instruction. To include basic skills mastery and affective concerns. (2) Special Needs: Instructional and auxiliary services for children with special needs to be planned. (3) Staff Development Plan: for the entire school staff, including paraprofessionals and volunteers. (4) School Climate: plan for improving realtionships among all members of the school community. Plan for the reduction of violent incidents and vandalism. (5) Other School Objectives: as identified by the planning committee.	Elementary school plans include: (1) evaluation of student health needs; and (2) parent education. At the secondary level, students are included in the planning. Program evaluation via time frame for objective student achievement, improved school environmen and fiscal expenditures.

SOURCE: Model School Improvement Program Councils:
A Proposal to Develop Them Using Decision Seminar Strategies
Dr. Myron L. Puckett
The San Francisco, California

	DESCRIPTION (METHOD OF PLANNING)	
	The implementation phase involves putting the plan into effect and evaluating the plan with the help of the State Department evaluators. The Planning process includes: (1) goal clarification; (2) trend description (i.e., to what extent have past and recent events approximated the preferred state? What descrepancies are there?); (3) analysis of conditions (i.e., what has influenced the trends?): (4) projection of developments; and (5) invention, evaluation and selection of alternatives.	

COMPREHENSIVE PLANNING APPROACHES

SOURCE: New York City Intermediate School
Contact: Comprehensive Planning Unit
Office of Funded Programs
Board of Education of the City of New York
110 Livingston St. Brooklyn, N.Y. 11201

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENT
School level comprehensive plan for teaching.	Although the school's plan does not address the problem of fragmentation via the coordination of tax-levy funded services, a serious attempt has been made to implement a consistent teaching approach throughout the school. The entire school has adopted a Mastery Learning approach for the teaching of all content areas. Pull-out programs as well as whole class instruction are provided. In addition, a Learning Center for Independent Study is supported by tax-levy, Title IV-B and school raising funds. Administrative preparation periods for teachers are utilized to develop curricular. The school has the support of its surrounding community. Teachers volunteer for planning committee activities. It would appear the school is using its resources and staff to maximize instructional quality.	This school has a strong principal, an active parents group that raises money for instructional services, and a staff committed to Mastery Learning In addition, the school receives Title I and other funded monies. Because this school staff is committed to the improvement of instruction, it appears that efforts towards coordinating all the instructional services of all programs, regardles of funding source, would be successful in the school. It would appear that the staff's commitment to quality education creates an "in-the-school" climate which is condusive to modifications in their instructional plans.

COMPREHENSIVE PLANNING APPROACHES

SOURCE: Proposal Development Task Force
Office of Funded Programs
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

TYPE OF APPROACH AND/OR LEVEL OF SYSTEM	DESCRIPTION (METHOD OF PLANNING)	COMMENT
Program Planning/Proposal Development. Component centered comprehensive educational planning for school districts and/or individual schools.	This service trains district office and all levels of school staff members in all aspects of program planning and proposal development associated with formula and competitive grants. The training program consists of a series of eight 3 hour performance-based workshops. Participants master the concepts and skills necessary to do funding searches, develop a proposal format, construct needs assessments, write performance objectives, develop program activities, develop political awareness strategies, construct evaluation designs, prepare budgets and plan and develop component centered comprehensive educational plans. The training is applicable for school districts, and elementary, middle or high school application.	The Task Force also provide training in the basic concepts and skills that are essential and necessary for program planning, proposal development, and Section 13 of the ESEA Title I Law entitled: "Schoolwide Projects."

CHAPTER 2

RESEARCH RELATED TO SCHOOL BASED COMPREHENSIVE PLANNING

In its first year of operation the Comprehensive Planning Units initiated two major research studies.

The first, a field study survey, was conducted with the cooperation of the 32 community school districts in New York City. The community school district superintendents and/or directors of funded programs were asked to what extent their districts coordinated instructional services and what elements they believed were essential for effective program coordination. The results of the Field Study Survey were published in Comprehensive Planning for Program Coordination: A State of the Art, 1980.

The second research study, consisting of 40 case studies, was also conducted in the New York City public schools which participate in funded programs.

This chapter is organized into two parts. Part A is a detailed discussion of the case studies conducted during May and June, 1980. The results of the case studies support a definition of comprehensive planning whose goal is improved student achievement. The findings of the case studies revealed eight factors essential for comprehensive planning, the existence and extent of fragmentation. The comprehensive models presented in this manuscript address these eight factors. The models appear in Chapter 3 of this document.

Part B examines the relationship between the results of the case studies and field study survey. Six elements of program coordination, one result of comprehensive planning were considered by district and school staff to be essential. The presence of these six elements of program coordination were not substantiated by site visits. There appeared to be an inconsistency between what staff indicated was being practiced and what actually did occur in terms of comprehensive planning.

PART A

CASE STUDIES

Purpose

The major purpose of the case studies was to ascertain the presence of comprehensive planning in schools and school districts in New York City. Based on identified characteristics of comprehensive planning, the case study instrument was developed and piloted. It was completed by district and school personnel. The research was conducted during the months of May and June of 1980 by the Comprehensive Planning Unit staff.

Selection of School Sites

The sampling procedure for the case studies was based on specific proposal requirements of the Comphrehensive Planning Unit Project. These requirements called for case studies of 25 public elementary and 15 junior/intermediate high schools. Selection was based on the frequency and number of different funded programs in the schools. Random sampling was then used to choose sites which were representative of the city school system. The selection of the 40 schools was based upon the number of Title I funded programs operating within the school.*

The participating schools were selected as follows:

1. all city schools were separately listed, according to elementary school or intermediate school affiliation. These were then ranked according to the number of Title I funded programs within each school;

2. the ranking was arranged in groups which reflected the same number of programs;

3. schools with less than two funded programs were omitted from the sampling procedure; and

4. a random sampling within the cluster groups was conducted to select the 40 schools. Although 40 schools were studied, 80 were initially selected to account for schools that might choose not to participate.

Selection of Respondents

Within each school district, personnel who were involved in the planning and implementation of instructional programs were asked to respond to an instrument which assessed the extent of program coordination. The instrument further identified the characteristics to be addressed in comprehensive planning strategies. Additionally, the instrument was designed to gather both information and perceptions from a cross section of the school community. A panel of judges** agreed on a choice of respondents which would represent the larger district office and school staffs. The district office respondents included:

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*In 1965 the United States Congress passed the Elementary and Secondary Education Act. Title I of the Act provides financial assistance to local school districts in planning and operating special programs for educationally deprived children. It is a supplementary program designed to upgrade the educational opportunities of children from low income areas and not a general aid program. In the 1980-1981 school year, New York City received $162,894,056 Title I Funds.

Therefore, the degree of Title I funding became the criteria for school selection. Accounting for 65% of funds, Title I funds were found to be the predominant funding source. Additionally, Title I proposals offered the most complete information with respect to the school, student, and staff participation.

**Members of the project's Policy Advisory Council.

1. district superintendents;

2. directors of funded programs;

3. business managers;

4. funded program and/or curriculum coordinators; and

5. proposal writers (if applicable).

In order to achieve an accurate representation of the pedagogical personnel at the school level, the following staff were asked to respond to the project's questionnaire:

1. principals;

2. assistant principals for instruction;

3. three funded programs teachers, representing various grade levels or subject areas;

4. three tax-levy teachers representing various grade levels or subject areas;

5. UFT teacher representatives;

6. three funded program paraprofessionals;

7. two special education teachers (if applicable); and

8. Parent Advisory Committee representative.

All information was processed in a confidential manner to preserve the anonymity of the respondents. In June, a total of 511 persons, including administrators, teachers, parents and paraprofessionals, from 40 schools, responded to the case study instrument.

The number of participants, categorized by role groups, were as follows:

TABLE 1

FREQUENCY DISTRIBUTION OF PARTICIPANTS BY ROLE GROUPS

Role Group	Number of Participants
District Office Administrators	27
Principals	25
Assistant Principals	28
Teachers	283
Paraprofessionals	79
Parents	21
Others (School Level)	48
TOTAL	511

Five hundred and eleven (511) forms were returned. Seventy-nine percent (79%) of the case study instrument forms were returned. This high rate of return was due, in part, to the support of the Chancellor and the Director of Funded Programs, both of whom requested district and school cooperation in this effort.

Treatment of the Data

The case study findings were analyzed in order to (1) arrive at a common and mutually acceptable operational definition of comprehensive planning, (2) ascertain the elements of comprehensive planning as it existed in the schools, and (3) study the perceptions of the various role groups relative to comprehensive planning. In order to ensure that the case study instrument would fulfill its intended purpose, a rigorous series of procedures were initiated.

The procedures used in the development of the instrument are found in Appendix A.

Responses to the 33 case study instrument items were subjected to the following treatment:

1. All items were tabulated according to the ratings selected by the respondents. Frequency distribution and percentages for each item are presented in Table 2.*

2. All items were categorized by positive and negative perceptions to summarize the (mean) perceptions. The results are presented in Table 3.

3. Responses to items were tabulated for each role group (i.e., school staff and district office staff) according to the ratings. Frequency distributions and percentages for each item are presented in Tables 4 and 5.

4. A summary of means and standard deviations of the ratings for the various role groups are presented in Table 6.

5. A summary of the average responses for each case study instrument item within each role group is presented in Table 7.

6. A summary of school based and district office (average) responses to the 33 items, grouped by 4 clusters (instructional, administrative, coordination and planning, and parent involvement) is presented in Table 8.

7. The 33 case study instrument items are grouped according to the six elements or characteristics of program coordination in Table 9.

*All tables 2 through 12 are found in Appendix B.

8. Frequency distribution and percentages of responses by the schools and district offices, are grouped according to the six elements of program coordination. This is presented in Table 10.

9. Frequency distribution and percentages of responses to the definition of Comprehensive Planning is presented in Table 11.

10. A ranking by role groups of the six components of Comprehensive Planning are presented in Table 12.

Findings

The results of the case studies indicated that most of the respondents perceived the characteristics of comprehensive planning to be widespread in the 40 schools sampled. It should be recognized that the study design was constrained by the limitations of survey research and the fact that respondents' perceptions were measured.

Respondents were asked to choose a definition of comprehensive planning. Results supported a definition that reflects the need for improved student achievement as a means of measuring the success of school based comprehensive planning. In addition, a rank order procedure identified "needs assessment" and the "diagnosis/prescription of student strengths and weaknesses" as two priority components of comprehensive planning.

Two factors were found to relate to comprehensive planning. The first factor called for district office support for comprehensive planning that included program coordination, basic skills instruction, a concern for teaching and learning, and standards of accountability. The second factor related to the need for specifying goals and objectives for student instructional needs.

The perceptions of the various role groups relative to the components of comprehensive planning were examined. There was relatively little difference among the perceptions of role groups as they ranked each component of comprehensive planning. Generally, the most important ranked component of comprehensive planning is "Diagnosis/Prescription of Student Weaknesses and Strengths", followed by "Needs Assessment", "Goals and Objectives", "Budget", "Coordination of Tax-levy and Funded Programs" and, finally, "Evaluation".

The Existence and Extent of Fragmentation

Earlier in this paper, fragmentation was defined as the lack of integration of instructional and administrative services. Fragmentation takes many forms within the complex educational structure and organization.

The forty schools that responded to the Case Study Instrument, representing ten school districts, provide instructional services from tax-levy services, as well as multiple funding sources (from three to five separate sources).

Fragmentation is a result of the individual purposes, guidelines and operations of these separate funding sources. Most often, each funded program identifies and maintains their own and separate professional staff, both at the district and school levels. The delivery of instructional services for children in need of remedial or supplementary services usually takes the forms of a "pull-out" approach. These two practices tend to promote a lack of coordination between the regular classroom services and services provided by funded programs.

In the forty schools surveyed, it was found that the schools and/or districts identified and maintained separate administrative and pedagogical staff for each funded program. All ten districts had separate subject area/grade level coordinators in addition to funded program coordinators. None of these coordinators met to discuss, explore, identify or examine the similarities for differences in their work with school staff. They worked with separate school staff, thereby promoting separate instructional services for students. None of the forty schools had an identified person responsible for coordinating instructional services to students or integrating instructional activities provided by teachers at the school. Without properly developing and implementing an instructional management system to integrate these two identities, the result in most cases was staff working at cross purposes, rather than supporting and/or supplementing the instructional effort in the classroom.

In all of the schools surveyed, funded program teachers worked with fewer students than classroom teachers, establishing further inequities and continuing to dramatize the separation of staffs and their instructional responsibilities. Staff development training, provided in some schools, was separate for tax-levy and funded program staff. The content of the training for both groups was different. In only two of the forty schools was joint staff development provided for the tax-levy and funded program teachers. In eight of the forty schools, tax-levy and funded program teachers had time formally scheduled to discuss and monitor student progress and plan instruction. In these eight schools, the tax-levy teachers received staff training in a lab setting by the funded program teacher. The funded program teacher was recognized as the resource person for the school staff.

The proposed planning activities and paperwork responsibilities of the funded program staff further highlight the separate intents of funded and tax-levy instructional services. By the very nature of funded programs being categorical aid, yearly district funded program staff must meet to plan, develop, modify and write to specific funding

sources to continue to provide supplementary services to its students and to provide positions for its supplementary staff.

The required documentary process for the planning and training of all funded program staff is tedious and time consuming. The paperwork requirements necessary for proposal applications include diagnosing students and maintaining and updating all target student information. Without this information readily available, project monies could be in jeopardy. The monitoring and evaluation process associated with funded programs also generates much paperwork for funded programs district and school level staff. Tax-levy staffs do not participate in the above activities in order to obtain funds.

Principals in all of the schools surveyed relied upon district office staff to plan and implement funded program services. District offices communicated with principals about the staff and other resources would be received by the school, rather than the instructional services which would most benefit the school's students. Of the forty schools, twenty of the schools received copies of the funded program proposals. None of the principals were involved in the planning and/or writing of the instructional programs as stated in the proposal. However, all could indicate what funded sources were paying for staff positions. In short, principals were not responsible for the managerial, instructional and administrative functions at the school that related to funded programs. Fewer than ten principals were able to explain the instructional services provided by the funded programs.

At the school level, funded program teachers most often determine student strengths and weaknesses by diagnostic testing. Prescriptions are then determined for their students in order to provide appropriate instruction. Individual student profiles and record folders are regularly maintained and updated by the funded program teacher.

Thirty of the forty schools used the "pull-out" approach to implement their funded services for students in need of supplementary remedial services. Twenty-four of the schools indicated that eligible students participated in more than one program. This approach is often employed because it affords an easy way to show that the eligible students are receiving [illegible]e services (i.e., they are literally "pulled-out" of their regular cla[illegible]rooms for the supplemental instruction). However, students receiving s[illegible]plementary remedial instruction may be losing out on instruction occurring in their regular classrooms.

A lack of coordination of instructional programs often leads to a patchwork of ineffective and often confusing school experiences for children in need of remedial services. Eleven of the schools indicated that coordination between the instructional and administrative services existed between the tax-levy and funded program staff. In schools where the classroom teacher entered the resource lab with his/her class, there was a sharing of diagnostic/prescriptive information with the funded program teacher. In only seventeen of the schools did school administrators and teaching staff work together to achieve

mutual school goals and objectives. In sixteen of the schools, district-wide reading curriculums were utilized at the school level. Twenty of the forty schools were aware that there were written district wide goals and objectives. Eight schools indicated that instructional services related to school goals and objectives, and were based upon on-going planning.

PART B

RELATIONSHIP BETWEEN THE FIELD SURVEY AND CASE STUDY RESEARCH RESULTS

The field survey research, as well as the field visitations conducted in the 32 community school districts* by the project staff, examined the existence of the six elements of program coordination. The research and visitation activities supported the results of the case study research of the 40 schools:

1. Five schools had information available regarding, "uniform goals and objectives for all instructional services..."

2. Six schools had information available regarding "uniform guidelines and requirements for all teaching staff..."

3. Regarding flexibility in school scheduling to all for alternatives to pull-out programs, 13 schools were implementing alternative procedures to the pull-out program, which included whole class instruction in a laboratory setting.

4. Eleven schools were actually involved in, "formalized articulation between funded and tax-levy teachers and educational assistants".

5. Fourteen schools were involved in, "joint staff development training sessions between funded and tax-levy teachers and educational assistants".

6. Regarding the, "establishment and maintenance of diagnostic/prescriptive and pupil progress records by both the funded and tax-levy teachers," none of the schools utilized a diagnostic/prescriptive approach without the presence of funded program initiative.

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*Comprehensive Planning for Program Coordination : A State of the Art (1980)

Were there differences between the perceptions of the staff and the on-site observations made of the 40 schools? Most certainly the answer was yes. The 6 elements of program coordination as deemed essential by the 32 district offices and implementation of such by the 40 schools did not hold up to the site visitations. What schools and school districts indicated as important to comprehensively planning of instructional services for its students was not occurring. There is inconsistency between what staff indicated does actually occur and what should occur.

In summary, information gathered previously from the field study indicated that the following factors are vital to the effective development of comprehensive plans for program coordination:

1. the active support and commitment of the community school district superintendent to comprehensive planning;

2. district wide management system to ensure program coordination;

3. shared instructional goals and objectives for funded and tax-levy services;

4. updated needs assessments, both on a district wide basis as well as for each individual school;

5. school level personnel and parent involvement in the proposal stage of program planning;

6. strong instructional and management leadership on the part of the school principals;

7. joint staff training between tax-levy and funded teachers and educational assistants; and

8. articulation between the tax-levy and funded teachers for the purposes of instructional planning, diagnostic/prescriptive activities, and the monitoring of pupil progress.

These 8 factors were further substantiated by the case study results. It is apparent that in an attempt to reduce or remove the constraints to the integration of instructional services to students, comprehensive approaches/models, together with creative flexibility at the school level, have been developed and implemented. The comprehensive planning models, outlined in the following chapter, take into account these 8 vital factors of comprehensive planning.

CHAPTER 3

COMPREHENSIVE PLANNING MODELS IN NEW YORK CITY PUBLIC SCHOOL SYSTEM

While comprehensive planning efforts are in existence in many New York City schools and districts, five exemplary models have been identified useful as "studies in operation".

These five models have been fully documented. In some cases, the planning process as well as the plan is explained. These models can all be seen in operation. They can be clearly explained. Important to city-wide comprehensive planning, these models also can be replicated as a whole or in part by other schools or districts.

A summary report of each of these five models is included in this chapter. Each model is detailed as follows:

1. An introduction describes the school or district and its unique characteristics.

2. A comprehensive planning model describes each plan. Each model is categorized by the elements of program coordination specified as essential by a survey of New York City schools and district office staff. The survey was conducted by the Planning Project for Comprehensive School Program Coordination and published in Comprehensive Planning for Program Coordination: A State of the Art, 1980. These elements include:

   - Uniform goals and objectives for all instructional services
   - Uniform guidelines and requirements for all teaching staff with respect to instructional practices
   - Flexibility in school scheduling to allow for alternative to the traditional methods used to provide supplemental services (e.g., pull-out programs)
   - Articulation between tax-levy and funded program teachers
   - Joint staff development for all teachers and paraprofessionals regardless of the funding sources supporting instruction
   - Maintenance of diagnostic/prescriptive and pupil progress records by both the tax-levy and funded program teachers.

3. A commentary describes the development and direction of the model as well as reported constraints to the comprehensive planning process or the comprehensive plan.

4. Demographic information identifies the funding sources, student population, ethnic composition, student population served by Title I services, student mobility rate, and reading status for 1978 through 1980*.

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* A review of proposals submitted in 1979 to the Office of Funded Programs identified the funding sources. Overall student population, as well as the student population serviced by Title I services, was obtained by a review of the 1980-81 Title I proposals. Reading status for 1978, 1979 and 1980 was made available in Pupil Reading Achievement in New York, published by the Office of Evaluation of the Board of Education. Ethnic composition, student mobility rates and priority areas, as well as updated verification of the above information, was obtained in a telephone survey conducted in January 1981.

DISTRICT MODELS

DISTRICT MODEL 1: SCHOOL DISTRICT #10

1. Introduction

District #10, in the Bronx, has been comprehensively planning cohesive instructional services for the past 10 years. The comprehensive planning approach involves a yearly needs assessment for the district and each school, a series of goals and objectives which are constantly updated based upon the needs assessment process, a plan of action and timeline, implementation of and an evaluation of this plan.

The comprehensive planning model emanates from the district office using a team approach. This team includes the District Superintendent, the Deputy Superintendent, the Director of Funded Programs, the district tax-levy supervisors, funded program subject area coordinators and the district business manager.

The importance of comprehensive planning is emphasized in this district where a rapidly growing student population exists. Many of these students are members of ethnic groups representing at least seven different spoken languages and are often in need of English as a Second Language instruction. In addition, some buildings in the district are being utilized at 150% of capacity.

By comprehensively planning the use of funds from several sources to support an instructional activity, District #10 has been able to integrate and expand its tax-levy and funded program instructional services and to better use the resources (staff, supplies and equipment) allocated for all student services.

2. Comprehensive Planning Model

a. Uniform Goals and Objectives for all Instructional Services -

Instructional uniformity among funded programs is maintained by focusing on subject area coordination instead of funding sources and their instructional policies. For example, reading may be the focus of the budgetary allocation, not the Title I or Title IV-C programs. Lump sum allocationa are, therefore, made for each subject area rather than each funding source.

Instructional goals and objectives are the same for tax-levy and funded instructional services (i.e., one district philosophy for staff training and classroom instruction in the subject areas). See appendix.

To aid and encourage uniformity of instructional design, non-renewable funding sources are used to purchase instructional materials for subject area instruction, or services. For example, Title IV-B

monies, which normally might be used to purchase library books, will be used to purchase instructional materials which correspond to subject area instruction provided by Title I allocations.

District goals and objectives for all instructional services are printed in the Superintendent's yearly report. Each school receives a copy of this document. This report also includes sub-goals and sub-objectives for every district school.

b. Uniform Guidelines and Requirements for all Teaching Staff

Wtitten guidelines for instructional staff are distributed in the form of curriculum bulletins. An elementary school parent's curriculum committee also helps to provide this information to staff.

Tax-levy and funded program teachers follow the same guidelines. For example, an Early Childhood teacher will work together with a master teacher, such as a Title I/PSEN coordinator. In addition, a classroom teacher and a funded program teacher will work together to individualize instruction and to select materials which are consistent with that instruction.

Yearly training workshops are provided to explain the instructional guidelines. In August, prior to the start of school, all administrators meet to review funded program services as related to the district's instructional policies. In September, the Superintendent meets with all district teachers to review the instructional guidelines. For new teachers in the district, the Superintendent sets aside time after the school day to discuss in detail the district's instructional policies and directions. Program coordinators also meet with teachers to explain and reinforce the district's instructional guidelines. Each individual school principal also transmits district and school level guidelines to his/her teaching staffs.

At all levels of the district's organizational structure, the discussion and explanation of district instructional policies and guidelines are systematically transmitted.

c. Flexibility in School Scheduling

Homogeneous grouping is most often used for providing remedial services to students. The funded program teacher at the beginning of the school year diagnoses and prescribes the students instructional program. Funded program teachers and educational assistants provide remedial instruction to students in class, using the prescriptions provided.

The number of educational assistants may vary from school to school. To determine the number of educational assistants needed in each school, a needs assessment is conducted (in June), of all classes to determine reading needs (i.e., how many students are reading 6 months below reading grade level, one year below, two years below, etc.). Once the number of educational assistants is determined, the remedial services can be implemented at the very beginning of the new school year.

d. Articulation between Tax-levy and Funded Program Teachers

Formal articulation time is not provided for tax-levy teachers and funded program teachers to discuss the student's instructional program. However, informal articulation time is available for tax-levy teachers and funded program teachers to meet during common preparation peridos. This type of informal articulation is encouraged by school principals.

During the informal articulation time, teachers exchange information such as diagnoses regarding students and plan instructional strategies for the future, and also monitor student progress.

Formal articulation time is provided weekly for funded program teachers and educational assistants assigned to a funded program. This type of formal articulation time is required by the funding source.

Formal articulation time is also provided monthly for funded program staff and the district's Director of Curriculum.

e. Joint Staff Development for all Teachers and Paraprofessionals

Funded program teachers provide training for funded educational assistants. Other funded program teachers (i.e., teacher trainers, project teachers, resource center teachers) provide demonstration lessions to tax-levy teachers and discuss resources available for used by tax-levy lteachers in the classroom setting. There is no joint staff development, however, for all teachers and paraprofessions.

Educational assistants receive one-half day per month for staff training from district supervisors and funded program coordinators. This training focuses on classroom management and individualized instruction. In the schools, the educational assistants receive daily, on-going supervision and training from the funded program teachers. This daily planning time is built into the program schdules.

In general, the staff training provided for classroom teachers and funded program staff is given separately by the persons associated with the different sources of funds.

f. Maintenance of Diagnostic/Prescriptive and Other Student Records

The funded program teachers maintain and update all student diagnostic/prescriptive records and other pupil progress information. These student records are located in the classroom, since pull-out programs are not used in the district. The records are a useful part of the day-to-day functions of the classroom teacher, the educational assistant and the funded program teacher.

Student records are maintained for all students, even those not participating in funded programs. The records include: standarized test results, informal diagnostic inventories; teacher-made inventories; and diagnostic/prescriptive plans. In addition, pupil profile sheets are used to provide information for placement, grouping and prescription.

Parents have access to the above student information and receive periodic reports about their child's progress, exclusive of report cards.

On the district level, aggregate information from the school records are computerized. In this way, the district office is able to provide needs assessment information for individual schools on an annual basis.

3. Commentary

District 10's comprehensive plan is based on a consistent educational philosophy. The efficiency of its program coordination efforts is aided by the computerizing of all needs assessment information, which is provided for each school by grade level. This type of information enables the district to project class registers and subsequent staffing needs. The needs assessment if normally conducted in the Spring for the following school year. In addition, the district reports that by conducting yearly mobility studies and projecting needs as scientifically as possible, the district's planning strategies avoid problems which may arise from last minute student changes.

The district is experimenting with innovative instructional techniques in an effort to provide as much instructional time for student as well as create a classroom environment that encourages individualized instruction. In Early Childhood grades, the physical environment is being changed to encourage small group and individualized instruction by using learning centers for separate areas of instruction. Alternative programs are being

created in middle schools to reduce class size and motivate student learning.

Parent information regarding the instructional services available are published in many languages. Parent workshops are held during the day. Parents are encouraged to participate at all levels of student instruction, both at school and at home.

DISTRICT MODEL 1: DISTRICT #10

Funding Sources	Title I Title IV-B Title IV-C (Mini) Title IV-C (Gifted) BRAG	Alt. Learn Space Chapter 53 Comm. Invol.	Module 5B Drug Program Breakfast Program Indo-Chinese (Federal) Teacher Corps
Number of Schools	29		
Number of Title Schools	25		
Student Population	30,815		
Student Ethnic Composition	Black 26% Hispanic 54% Other 20%		
Student Population Eligible for Title I Services	16,199		
Student Population Served by Title I Services	15,000		
Mobility Rate	29%		
Reading at/above Grade Level			
1980	34.9%		
1979	30.4%		
1978	34.7%		
Priority Area(s)	Reading and Language Arts for all students Priority areas as stated in State Guidelines District Philosophy to address the individual needs of each child in a holistic manner		

DISTRICT MODEL 2: SCHOOL DISTRICT #22

1. Introduction

During the past five years, District #22, in Brooklyn, has made an extensive effort to implement a comprehensive plan for program coordination.

About half of the district's supplementary monies are provided by competitive funding. The district applies for a wide spectrum of competitive funding grants and is awarded a high percentage of them. Before applications are prepared, district proposal writers and curriculum coordinators carefully determine the ramifications to the district if the applied-for grant is won. There are times when the district feels it might be appropriate not to apply for additional funds if the funds are not in the best interests of its students, nor consistent with district goals and objectives.

The comprehensive planning model gained impetus from the district office. The initial planning team included the District Superintendent, the Deputy and the Special Assistant to the Superintendent, the Supervisor of Comprehensive Planning, and the Supervisor of Reimbursable Programs. A district reading committee was formed by the planning team and included principals and both tax-levy and funded program reading personnel.

The team established the district's reading philisophy, stating general goals and objectives and its implementaton in Project PRIDE (Prescriptive Reading Instruction for Development and Enrichment).

District #22's plan for program coordination has been applied to the instructional area of reading and is being extended to include mathematics. In both subject areas, a combination of in-class instruction as well as pull-out instruction is utilized.

The district followed these steps in developing a comprehensive plan for reading (Project PRIDE).

1. Establishment of a district-wide philosophy and goals
2. An annual needs assessment
3. Student diagnoses as related to available instructional materials
4. A skills prescription (develop, reinforce and apply)
5. A district file for activities by objectives to distribute and redistribute materials to schools

6. Training of all reading, teaching and district staff, administrators, supervisors and parents

7. Instruction of pupils (flexible groupings) for development, remediation and enrichment

8. Evaluation with analysis and interpretation of progress

9. For every student an individualized diagnostic/prescriptive record is maintained which lessens the problems associated with high student mobility

The plan enables the district to make maximum use of staff and other resources as well as engage in long-range instructional planning.

2. Comprehensive Planning Model

a. Uniform Goals and Objectives for all Instructional Services

The district has identical goals and objectives for tax-levy and funded instructional services and has prepared a written plan of instruction to achieve these ends.

Goals and objectives are available for all content areas and all grade levels. For example, the education goal for the school year 1979-1980 in reading was expressed as follows:

> "To improve competency in reading by planning a continuum of instruction from K-6 in each school to include: an ordering of reading systems; specific planning for content area reading; careful re-thinking of the content for each grade; exposure to literature of good quality to reflect the best that has been thought and said, past and present; and to implement diagnostic testing for prescriptive teaching."

This educational goal was one of sixteen specific goals developed by the planning team. Goals and objectives are distributed to all teachers and administrators in the district. They are used in at least six areas of education: classroom instruction; proposal development; acquisition of materials; teacher training; parent workshops; and determination of instructional direction at individual schools, which leads each school to develop its own set of goals and objectives in harmony with those of the district.

As another example of how district reading goals and objectives are used to ensure consistent instructional practices, the district office advises all school principals of available instructional

materials. The district office houses a Resource Center for such instructional materials. In addition, the district office orders instructional materials for all schools.

b. Uniform Guidelines and Requirements for all Teaching Staff

Written guidelines for instructional staff are distributed by means of curriculum bulletins and circulars. Tax-levy and funded program teachers follow the same guidelines. The coordination of subject area instruction, rather than the funding source, is used to ensure consistent staff guidelines.

To explain these guidelines to all teaching staff, orientation sessions are provided by District Office Reading staff. Further, each teacher attends four workshops each year and meets every three weeks with the reading staff to re-emphasize these guidelines. In order to provide conference time, workshops and other meetings, substitute teachers (paid by Chapter 53 funds) are hired to replace the regular teaching staff.

Since remedial services are provided by tax-levy and funded program teachers and by the educational assistants, all teaching staff receive the individual diagnostic/prescriptive student information which specifies the instructional modalities and corresponding materials. All teaching staff use the same reading materials which were purchased by the district office and paid for by Title IV-B funds. By using budgetary coordination, the district has encouraged and supported consistency of instruction and materials.

c. Flexibility in School Scheduling

All students are grouped homogeneously for remedial instruction. All class groupings and individual groups are projects on the basis of district-wide testing conducted during the Spring. At the time of testing, all individual diagnostic prescriptions are computerized. (This will be discussed in greater detail in the following pages).

Students are then scheduled for in-class and pull-out instruction. The reading teachers in funded programs are known as Reading Resource Teachers.

Regardless of funding source, the Reading Resource Teachers and the educational assistants work as a team in the same room for both in-class and pull-out programs.

All funded reading programs are scheduled on the basis of a 40 period week. A copy of the Reading Resource Teachers Program follows:

Reading Resource Teacher's Program will consist of:

15 periods	-	Pull-out 5 groups of 10 students each 3 times per week, totaling 50 pupils
6 periods	-	In-class sessions 3 classes, 2 times per week (Grades 3, 4, 5)
9 periods	-	Administrative Teacher training (workshops, conferences articulation meetings) and evaluation testing
2 periods	-	Preparation
3 periods	-	Recording keeping
5 periods	-	LUNCH
40 periods		

The Educational Assistant's program parallels that of the RRT. The schedule will consist of:

15 periods	-	Pull-out groups with the Reading Resource Teacher
6 periods	-	In-class sessions with the Reading Resource Teacher
3 periods	-	Planning for In-class program with the Reading Resource Teacher; articulation with classroom teachers; record keeping; testing and evaluation
2 periods	-	Planning for Pull-out program with the Reading Resource Teacher
6 periods	-	Working within the classroom with participating pupils (without the Reading Resource Teacher)
3 periods	-	Attending and assisting in the workshops, conference meetings and articulation between the Reading Resource Teacher and the classroom teacher.
5 periods	-	LUNCH
40 periods		

In addition, a sample copy of the Reading Resource Teachers' weekly schedule is detailed.

SAMPLE

READING RESOURCE TEACHERS SCHEDULE

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	9:00 9:40	Pull Out Groups	Administrative Workshops, Articulation, Grade Conference	Pull Out Groups	In Class Sessions	Pull Out Groups
2	9:45 10:25	In Class Sessions		In Class Sessions	In Class Sessions	In Class Sessions
3	10:30 11:10	Pull Out Groups		Pull Out Groups	Pull Out Groups	Pull Out Groups
4	11:15 11:55	Prep.		Pull Out Groups	Pull Out Groups	Pull Out Groups
5	12:00 12:50	L	U	N	C	H
6	12:50 1:30	In Class Sessions		Administrative Meetings; Proj. Pride update; In Classroom Program Planning; Prescription Writing; Testing & Evaluation	Pull Out Groups	Pull Out Groups
7	1:35 2:15	Pull Out Groups			Pull Out Groups	Pull Out Groups
8	2:20 3:00	Record Keeping	Record Keeping		Record Keeping	Prep.

Pull Out Groups (15 periods)-

5 groups of 10 students each
3 times per week totaling
50 pupils

In Class (6 periods)-

3 Classes - 2 times per week
(Grades 3,4,5)

Administrative (9 periods)-

Wednesday afternoons (3 pds.)
must be scheduled as administrative
periods to allow for bimonthly
meetings at the District Office.
The remaining 6 periods must be
scheduled to clear one full day
(Monday, Tuesday, Thursday, Friday).

Preps. (2 periods)

Record Keeping (3 periods)

Lunch (5 periods)

Total (40 period week)

At the elementary level, each reading teacher has 15 periods per week of pull-out (5 groups X 3) and 10 periods of in-class instruction. In the junior high school, the reading teachers each have 21 periods of pull-out and 4 periods of in-class instruction.

d. Articulation between Tax-levy and Funded Program Teachers

Articulation time is provided to prepare lessons and discuss individual student's problems and progress. The educational assistants participate in this exchange.

At the elementary level, articulation between the funded program teacher and the classroom teacher occurs once each week; at the junior high level, once every three weeks. Articulation periods are 50 minutes long. Substitute teachers are hired twice a month in all 21 schools to provide released time for the reading staff. Chapter 53 funds are used to provide this formal articulation time for tax-levy and funded program teachers.

e. Joint Staff Development for All Teachers and Paraprofessionals

Staff development as planned and implemented in District #22 involves several different levels of training. (See chart of Staff Training as related to the comprehensive plan for reading.) Outside reading consultants provide training to the district office administrative staff, district office reading teacher staff, and to school principals and assistance principals on-site. These staff development workshops are implemented separately for elementary and junior high school staff. Normally, four workshops are provided yearly.

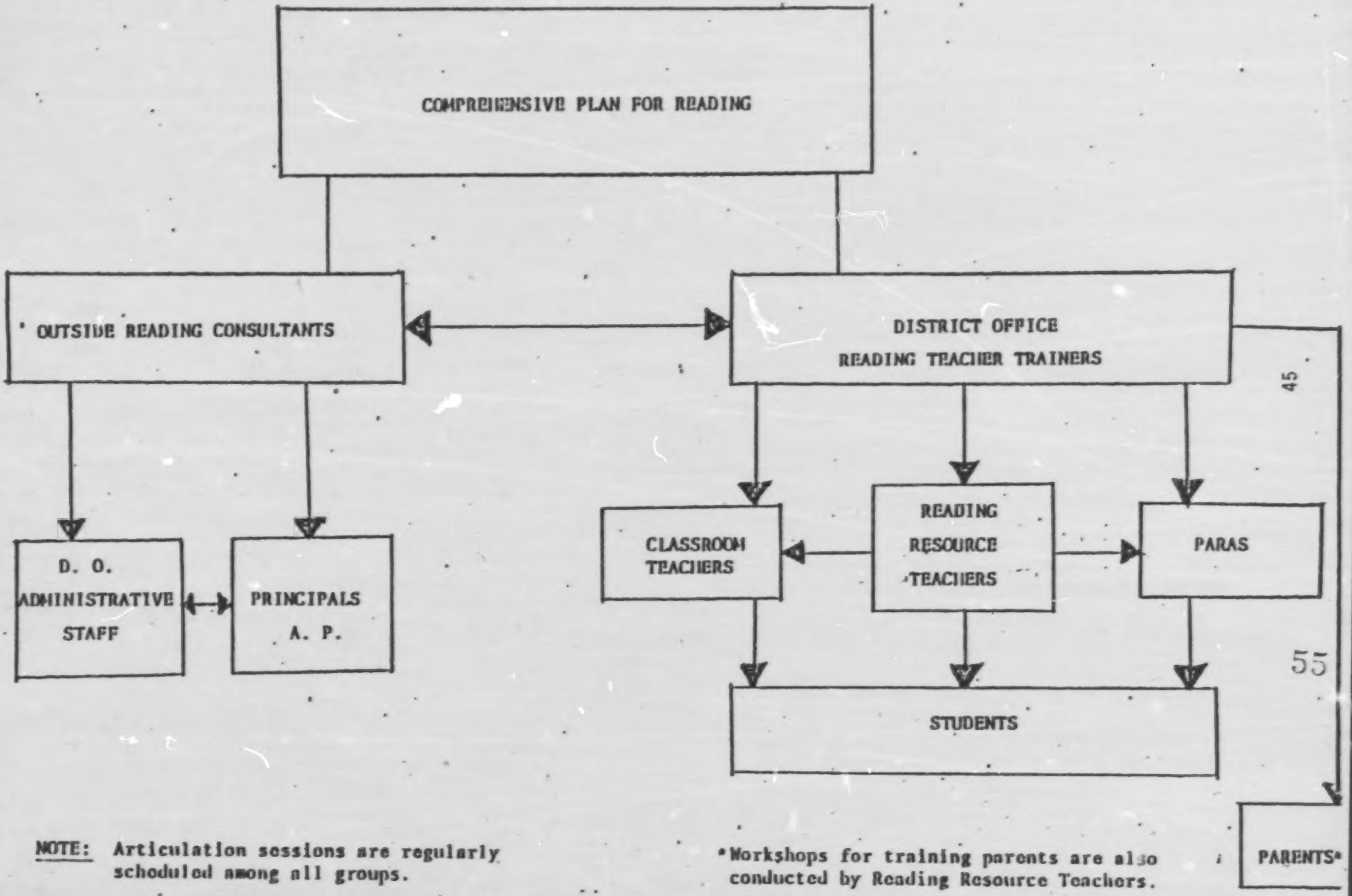
The district office reading teacher trainers then provide staff training to the tax-levy teachers, reading resource teachers, educational assistants, and parents. The same training is provided to all teaching staff, but not jointly. Chapter 53 funds are used to provide released time for tax-levy teachers and to hiresubstitute teachers. Funds are distributed to half of the district's schools which receive training (Grades 1-4) for one year. In the alternate year, the remaining school staff receives the same training.

The Reading Resource Teacher at each school provides in-class training to the classroom teacher in a six-phase module for elementary schools and a four-phase module for intermediate and junior high schools. A copy of these modules follows. All instructional modules for staff are color-coded.

DISTRICT 22
OFFICE OF COMPREHENSIVE PLANNING

RALPH T. BRANDE - SUPERINTENDENT
C. RASCH NAGI - SUPERVISOR
COMPREHENSIVE PLANNING

LEVELS OF TRAINING



NOTE: Articulation sessions are regularly scheduled among all groups.

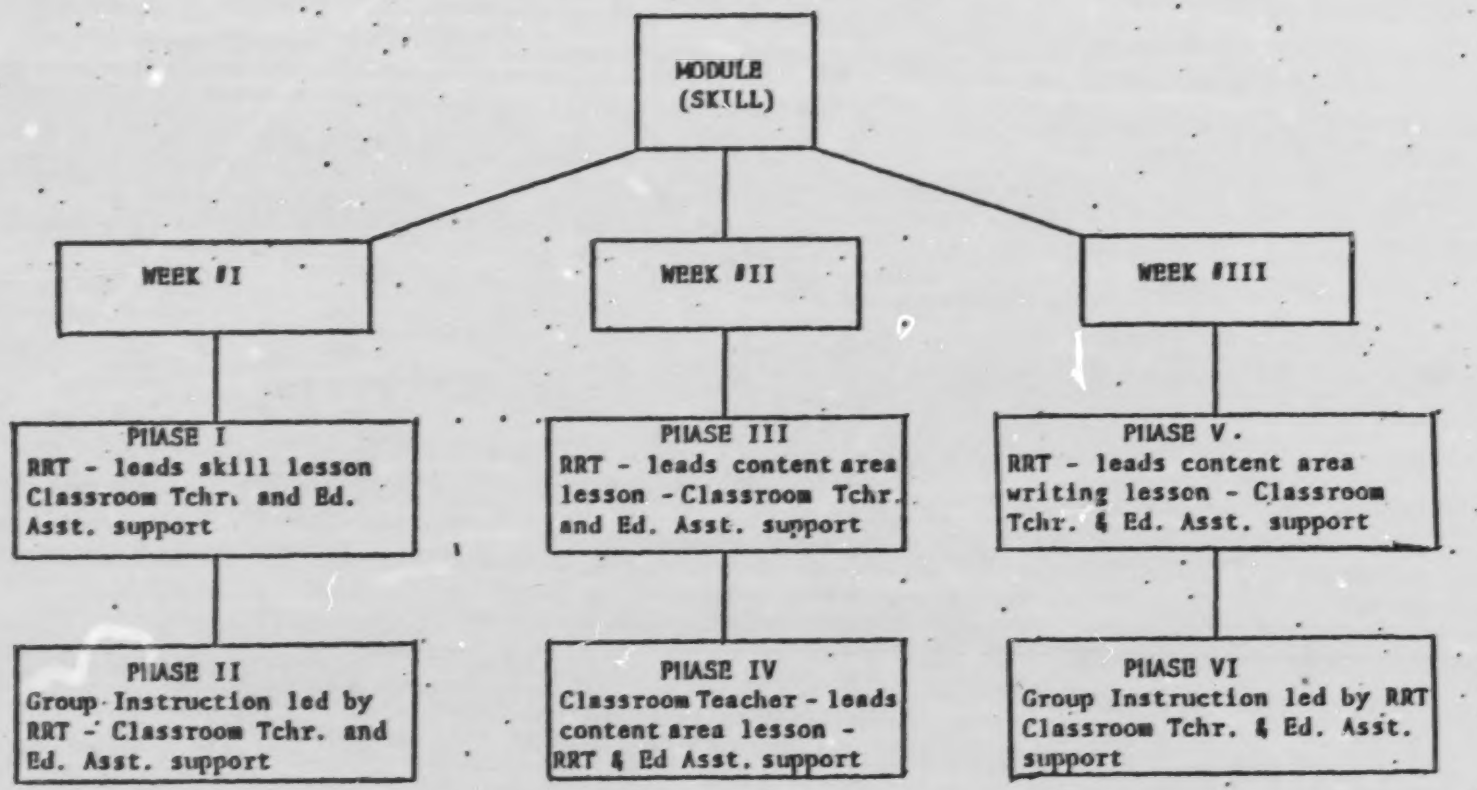
*Workshops for training parents are also conducted by Reading Resource Teachers.

DISTRICT 22
OFFICE OF COMPREHENSIVE PLANNING

C. RASHI NAGI - SUPERVISOR
COMPREHENSIVE PLANNING

ELEMENTARY SCHOOLS

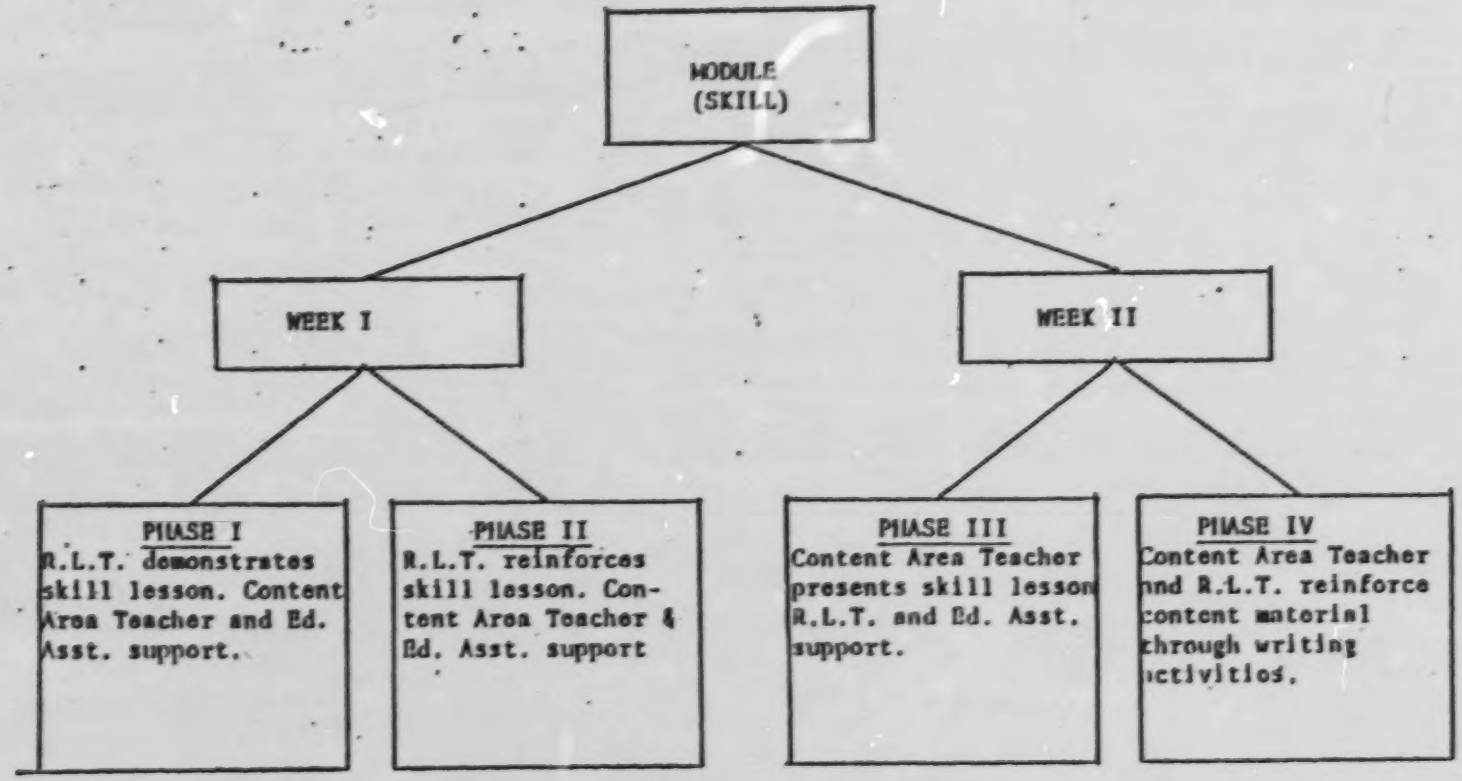
THE SIX PHASE MODULE


MODULE
(SKILL)
WEEK #I
WEEK #II
WEEK #III
PHASE I
RRT - leads skill lesson Classroom Tchr. and Ed. Asst. support
PHASE III
RRT - leads content area lesson - Classroom Tchr. and Ed. Asst. support
PHASE V.
RRT - leads content area writing lesson - Classroom Tchr. & Ed. Asst. support
PHASE II
Group Instruction led by RRT - Classroom Tchr. and Ed. Asst. support
PHASE IV
Classroom Teacher - leads content area lesson - RRT & Ed Asst. support
PHASE VI
Group Instruction led by RRT Classroom Tchr. & Ed. Asst. support

C. RASHI NAGI - SUPERVISOR
COMPREHENSIVE PLANNING

I.S./J.H.S.

FOUR PHASE MODULE


MODULE
(SKILL)
WEEK I
WEEK II
PHASE I
R.L.T. demonstrates skill lesson. Content Area Teacher and Ed. Asst. support.
PHASE II
R.L.T. reinforces skill lesson. Content Area Teacher & Ed. Asst. support
PHASE III
Content Area Teacher presents skill lesson R.L.T. and Ed. Asst. support.
PHASE IV
Content Area Teacher and R.L.T. reinforce content material through writing activities.

Some Reading Resource Teachers and tax-levy teachers are video-taped as they function in the classrooms. These films are viewed by other teaching staff to reinforce positive techniques from one another.

The Reading Resource Teacher provides classroom training demonstration lessons and individual diagnostic groupings for the tax-levy teachers as part of their nine administrative periods scheduled weekly.

The Reading Resource Teacher is mainly responsible for the training of the reading educational assistant.

F. Maintenance of Diagnostic/Prescriptive and Other Student Records

The district attempts early and consistent identifications of kindergarten and grade 1 pupils in need of remediation.

Title IV-C funds enabled the district to launch Project SEARCH. Each year more students were added to this identification process until the Student-Based Educational Data System (SBEDS) emerged. In essence, this advanced system enables the district to identify individual needs and abilities, follow-up prescriptive instructional data which correlate with established district reading goals and objectives, and indicates instructional materials available to teachers within schools.

The SBEDS consists of two systems: management and instructional. A sample of these two systems is presented.

Management System

The organizational network of SBEDS is specifically constructed to:

1. Evaluate the educational progress of all students to determine the impact of such things as funded program intervention (Title I, etc.), and administrative or externally imposed changes (busing), on the pupil's growth.

2. Numerically identify each student in the district for the purpose of evaluation.

3. Identify all pupils with special educational needs.

4. Verify that all of the identified eligibles have been provided appropriate compensatory education regardless of funding source.

5. For funded programs, maintain exemplary practices information for each instructor in terms of materials and instructional procedures.

6. Have the ability to cross-tabulate treatment and achievement of students with instructional procedures and materials.

7. Meet reporting requirements for funded programs.

8. Maintain information on student's test scores, his eligibility, his treatment and his movement from school to school for his entire career in the district.

9. Analyze the results of the tests so that they can be used to diagnose the strengths and weaknesses of all students in basic reading and mathematics skills.

10. Increase parent awareness and involvement in the educational process by issuing a special report to them on the basic skills of their children.

11. Maintain a record of each student's Basic Competency Test score.

Instructional Component

The instructional component of the system, Project PRIDE (Prescriptive Reading Instruction for Development and Enrichment) was designed so that the educator cound develop the most appropriate pupil diagnosis and provide the most effective available prescriptions to meet the needs of children with whom they are working. This system is specifically customized for each school in the district. However, it should be clearly understood that Project PRIDE is not intended to replace any reading program currently in use. Its purposes are:

1. To develop an understanding of some of the component skills of comprehension.

2. To show how these skills fit together in a coordinated program of development.

3. To create an awareness of the purpose of many activities commonly found in reading programs.

4. To encourage the use of the systems approach to comprehension development in order to maximize a pupil's chances for success.

5. To provide a solid basis for a non-graded, individualized, continuous progress reading program.

The SBEDS system gives the district the capability to issue the following reports:

1. Class Rosters indicating the test results of each child sorted by student last name.
2. Individual Diagnostic Prescriptive Report.
3. District and individual School Summary Report of Test Results
4. Item Analysis of basic skills by school.
5. Roster of Students 1 Year Below Grade Level or Below 41st Percentile.
6. Roster of Students in Reading Program last year
7. District summary and individual School Inventory Listing.
8. District summary and Individual School Prescription Inventory.
9. District and School Prescription Availability List.
10. Control Report Indicating Pupils with No Comprehension Score.
11. Needs Assessment Report.

All of the student-based information is possible because the classroom teacher, Reading Resource Teacher, and the educational assistant provide and maintain records which are updated annually. The student information is centrally located in each school and are available to all staff and is shared with parents.

3. Commentary

District #22's comprehensive plan addresses management, fiscal, and cohesiveness of instructional services. The plan is enhanced by the co-operation, commitment, and positive working relationships between the school board and the District Superintendent. The responsibilities of the district office staff are clearly delineated and organized, enabling the district to effectively institute a total management plan.

Two areas of concern were voiced by the district:

1. funding guidelines which prohibit remediation to students reading from one month to one year below grade level;
2. lack of space for large group staff training sessions, and lack of space to house and manage the resource centers at each school.

District #22 has introduced district office and school management systems which have reduced duplication and fragmentation of services. The district's student-based computerized data system not only identified individual student needs and abilities, but has been expanded to interrelate student needs with available instructional materials and teacher reference of materials. Also, the student-based computerized data system has been used for proposal writing, program evaluation, instructional inventories, analyses of achievement data, and other instructional uses supporting and integrating all educational efforts.

DISTRICT MODEL 2: School District #22

Funding Sources	Title I Title II Title IV -B Title IV-C Mini Title IV-C Replic. Title VII PSEN Chapter 53 Chapter 720 ESAA(Gifted) ESAA (Basic) Chapter 678 (Pre-K) Gifted & Talented (Stat J.H.S. Failure Prevent from Execut State Bu Indo-Chinese Refugee Drug Abuse Prevention
Number of Schools	26
Number of Title I Schools	2
Student Population	23,408
Student Ethnic Composition	Black 32% Hispanic 9% Other 59%
Student Population Eligible for Title I Services	5233
Student Population Served by Title I Services	2866 Pull-out reading instruction 3329 Additional in-class reading instruction
Mobility Rate	17%
Reading at/above Grade Level	
1980	64.8%
1979	63.3%
1978	56.6%
Priority Area(s)	Reading Mathematics Gifted and Talented

SCHOOL MODELS

SCHOOL MODEL 1: P.S. 27K

1. Introduction

The school model at P.S. 27, in District #15, located in the Red Hook section of Brooklyn, represents the first School-wide Project funded by Title I in New York State. This comprehensive planning approach essentially provides remedial services to all children at the school. The School-wide Project plan was implemented as of September 1980.

P.S. 27K qualified to apply for the School-wide Project based upon its student enrollment of at least 75% of the children from low-income families. The project provided funds that have assisted the district in developing a School-Wide Comprehensive Plan.

The School-wide Project model at P.S. 27K focused on a reduction in class size and a reduction of fragmentation of instructional services. The development of this model was a direct result of the School-wide Project concept which has its own planning committee (District #15 Office Administrators, Principal of P.S. 27K, its teaching and support staff, parents, students and staff from New York City Board of Education, Office of Funded Programs) and its own plan. The above planning commitee were instrumental in developing the School-wide Project with the direct assistance of the School Improvement Project.

In addition, during the 1979-80 school year, P.S. 27K participated in the School Improvement Project. This project helps schools improve their instructional effectiveness by developing educational practices and conditions believed to be most conducive to successful education. The factors shown to be major determinants of school effectiveness include: (1) administrative leadership; (2) school climate: (3) emphasis on basic skills: (4) teacher expectations; and (5) on-going evaluation. In this approach SIP provided a school liaison to assist in needy curriculum areas and focused on classroom activities, which lead to formulating an individual school improvement plan based upon the above factors.

During the School-wide Project planning process, P.S. 27K conducted an assessment of the educational needs of all students in the school as part of the proposal application. An analysis of the results of both formal (norm-referenced and diagnostic) and informal (teacher-made and/or locally developed) academic testing were examined. Special emphasis was placed on reviewing achievement test data for all students in each of the priority areas of reading, writing and mathematics. This assessment of needs was used as the basis for determining the instructional school plan and the fiscal contribution of both Title I and PSEN funds to the school.

The most important element in the School-wide Comprehensive Plan is the description of the instructional design and how this School-wide Comprehensive Plan addressess the special needs of pupils. The design serves as the foundation for the School-wide Comprehensive Plan.

P.S. 27's Schoolwide Planning Committee determined that a comprehensive system of basic skills learning was crucial to student achievement. Toward the end, SRA the Direct Instruction System (a functionally oriented and highly structured system which has been proven to be effective in the teaching of Grades K-6) was selected as most appropriate for P.S. 27 needs. The philosophy and goals of these instructional materials are in agreement with those of the Board of Education of the City of New York. The Direct Instruction System carefully articulates strategies and methods for improving upon teacher accountability and effectiveness as related to tasks which result in higher student achievement and a value for learning.

Within the Schoolwide Comprehensive Plan, procedures for assessing the educational progress of all students are described. The SRA Direct Instruction package uses a highly-structured observation and monitoring form for teacher observations. In this manner, the teacher and supervisor are alerted to specific student problems and can provide remediation. Continuous Progress Tests and other SRA monitoring devices are also used to monitor student progress.

Training of all instructional staff who use the SRA Direct Instruction System is provided by outside consultants and District personnel.

In addition, the Schoolwide Planning Committee outlined the procedures to be used to evaluate the Schoolwide Comprehensive Plan's effectiveness as well as to provide procedures for its modifications.

As a final step, the Schoolwide Comprehensive Plan was required to have formal approval by P.S. 27's School Advisory Council.

The Schoolwide Planning Committee and the school's Parent Advisory Council meet monthly to document their involvement with the project and to share information.

The intent of Schoolwide Project at P.S. 27 is to stabilize the declining trend in reading and mathematics achievement at the school, and to increase reading and mathematics achievement proportionately to that which it has been declining (3.4% yearly) during the five year experiment.

2. Comprehensive Planning Model

a. Uniform Goals and Objectives for all Instructional Services

The Schoolwide Project provides all students from K-6 with a highly structioned, consistent and continuous program of basic skills. A specific instructional objective may be found in the Schoolwide Project proposal and is cited here:

"By the conclusion of the project period (September 1, 1980 to June 30, 1981) 80% of the program participants identified as in need of skills improvement will demonstrate a 50% increase in mastery of criterion-referenced skills as a result of participation in the program as measured by the Prescriptive Reading and Diagnostic Mathematics Inventories."

Since the instructional services provided by tax-levy and Title I monies are the same, P.S. 27's goals and objectives (consistent with those specified within District #15's Curriculum Guide, Instructional Objectives for Excellence) are uniform for all instruction.

b. Uniform Guidelines and Requirements for all Teaching Staff

The Schoolwide Planning Committee planned and established strategies for all staff members, using guidelines from New York City Board of Education Basic Minimum Essentials, District #15's curriculum guide, Instructional Objectives for Excellence and SRA Direct Instructional System strategies.

Training sessions, provided by SRA consultants (paid for by the School Improvement Project), 80 individual sessions from September to June. For example, as the School-wide Project proposal states, "the goals of the training for teachers and paraprofessionals is to provide them with the skills required to teach small groups".

Added training sessions have been provided by the New York City Board of Education, Division of Curriculum and Instruction and members of the School Improvement Project to ensure that the Basic Minimum Essentials guidelines are understood and appropriately implemented.

c. Flexibility in School Scheduling

The school has been reorganized according to pupil ability. The establishment of homogeneous classrooms seen as an approach to providing a consistent level of instruction. A redeployment of Title I, PSEN and Chapter 53 teacher and paraprofessional services has been completed so that each tax-levy and funded program teacher instructs approximately 22 children in their respective classrooms. The assignment of funded teachers to classroom consisting of pupils in greatest need is the prevailing school practice. (See attachment for specifics)

Each classroom teacher provides small group instruction in a lab setting. The educational assistant is assigned to all classrooms on a rotating basis (when SRA Direct Instruction is in use) according to reading and math priorities, with greater emphasis on reading.

In addition, for grades K , 1 and 2, when the DISTAR approach is in use, the classroom teacher and at least one, or possibly two, educational assistants provide remedial instruction jointly. The flexibility in school scheduling also allows for common instructional blocks of time, when Sustained Silent Reading is scheduled throughout the entire school.

Classes at Present	Actual Pupils	Average Per Class	Proposed Classes	Proposed Pupils	Average per Class	Title I 3 PSEN 3 Chpt 53 1
K-AM	26	25	K-AM	25	25	5 + 2/10 clusters
K-PM	25		K-PM	25		P.S. 27
1-1	32	31.7	1-1	23	23	DIST. 15
1-2	32		1-2	23		
1-3	31		1-3	23		P.S.E.N. teacher
			(1-4)	23		
2-1	31	29	2-1	23	21.7	
2-2	31		2-2	23		
2-3	25		(2-3)	21		Title I Teacher
			(2-4)	20		P.S.E.N. teacher
3-1	31	28.3	3-1	23	21.4	
3-2	27		3-2	23		
3-3	29		3-3	22		
3-4	22		3-4	21		
			(3-5)	20		P.S.E.N. Teacher
4-1	33	32	4-1	25	24	
4-2	32		4-2	25		
4-3	31		4-3	23		
			(4-4)	23		Chapter 53 Teacher
5-1	32	27	5-1	22	20.2	
5-2	28		5-2	21		
5-3	21		5-3	19		
			(5-4)	19		Title I Teacher
6-1	33	28.3	6-1	23	21.2	
6-2	27		6-2	22		
6-3	25		6-3	21		
			(6-4)	19		Title I Teacher

Page 106 of 157 Pages

d. Articulation between Tax-levy and Funded Program Teachers

Articulation time takes place during common unassigned preparation periods and at faculty conferences, and is used to assess student progress and to share instructional information.

In general, articulation occurs on three levels, which include:

1. teacher and teacher
2. supervisor and teacher
3. parent and teacher

e. Joint Staff Development for all Teachers and Paraprofessionals

Staff training in the use of SRA Direct Instruction System is provided by SRA consultants and District Office staff. Staff development workshops are scheduled so that groups of teachers, educational assistants and supervisors can attend these sessions together. For example, as the Schoolwide Project proposal indicates, "teachers learn how to group the children, how to present Direct Instruction and how to correct mistakes".

In general, the weekly common unassigned preparation periods are used for staff development purposes. Additionally, grade conference times have also been used for the staff development component.

f. Maintenance of Diagnostic/Prescriptive and other Student Records

Diagnostic/prescriptive information, for all pupils, are available as are quarterly reports.

Test information from SRA Direct Instruction and DISTAR reading are used for student placement, instructional groupings and program evaluation. Testing occurs on a monthly basis. One educational assistance has been assigned the responsibility of testing children in K, 1 and 2, using the DISTAR materials.

3. Commentary

This innovative attempt to maximize instructional resources provides a highly structured and consistent instructional program which emphasizes the teaching of basic skills.

At P.S. 27, the Schoolwide Project has effected the following changes:

1. All students receive services, thereby avoiding individual stigma of being labeled as needing remediation.

2. Funded teachers are functioning as classroom teachers, thereby reducing student class size to 22.

3. Funded program teachers are assigned to classroom of children with the greatest need, providing intensified instruction throughout the day.

4. Remedial services are provided in class by the classroom teacher, avoiding pull-out programs.

5. Monies from tax-levy and Title I are merged to provide instructional services, thereby allowing for supplantation which is legal under the provisions of Section 133 of P.L. 95-561.

6. Built in time for staff training is provided to effectively implement the school developed plan, thereby rendering the same training for all teachers.

7. Involvement of those individuals who are now engaged in carrying out the plan, including parents, teachers, teacher aides and administrators was mandatory, encouraging all members of the school community to take responsibility.

8. A sign-off from the school's Parent Advisory Council accompanied the proposal application ensuring parental involvement, knowledge, review and approval prior to implementation.

Even though a formal evaluation has not been conducted to determine the degree and extent of programmatic effectiveness, the following positive changes have been cited by members of the State Education Department:

A. District Office personnel are involved in the coordination of programs.

B. Teachers are more involved in the school program with teacher morale improved over last year.

C. Both teacher and student school attendance are higher.

D. Classroom management techniques are readily apparent.

E. A quieter and more orderly school setting has been established as a result of exclusive in-class instruction.

P.S. 27 is presently addressing the major elements of program coordination in its comprehensive school plan. It is hoped that Schoolwide Projects will prove to be a way of coordinating all funding sources without the numerous regulatory constraints which often inhibit effective instructional practices. The clear impact of the School-wide Project as a model will be more apparent in the 1981-82 school year as the additional School-wide Project schools are developed in other districts.

SCHOOL MODEL 1: P.S. 27

Funding Sources	Title I PSEN Chapter 53	
Student Population	597	
Student Ethnic Composition	Black - 66% Hispanic - 32% Other - 2%	
Student Population Eligible for Title I Services	597	
Student Population Served by Title I Services	597	
Mobility Rate	24%	
Reading at/above Grade Level		City Ranking
1980	26.8%	547 out of 630
1979	19.8%	
1978	22.2%	
Priority Area(s)	Reading Readiness Reading and Language Arts Mathematics Social Studies Science Writing Career Education	

SCHOOL MODEL 2: P.S.999*

1. Introduction

The salient feature of P.S. 999 is that it is a school in transition -- a school that has implemented various programmatic changes, all with apparent success as measured by the school's academic improvement, but does not yet have an overall plan in operation. This year a more comprehensive plan will be completed, partially through scheduling for implementation in school year 1981-1982.

At the outset of P.S. 999's efforts to establish an overall educational policy, the school's principal sought and encouraged staff members to actively participate in the planning process. A school planning committee was formed from within to ensure that impetus for instructional changes included staff awareness, joint responsibility, commitment, and support. A needs assessment was conducted by the planning committee which led to agreement that the school program must be reflective of the remediation needs of its students.

With 75% of the population reading below grade level, the school planning committee decided to create an instructional plan that effectively focused on the remedial population of the school. The normal time allocations (45 minutes) for various subject areas were modified to give emphasis to communication skills and mathematics instruction. All areas of the curriculum are covered but not within the time framework defined for developmental level youngsters. It was further determined that through increasing the amount of communication skills instruction, substantially decreasing the size of the instructional groups, and combining all available human resources toward one unified effort, the objectives for developmental level children could best be achieved.

Valuable practices have been implemented during the past five years, aided by the willingness of the P.S. 999 staff to take a decision-making role in planning and implementing changes. The encouragment of District Office administrators and other school principals provided additional support conducive for change.

2. Comprehensive Planning Model

a. Uniform Goals and Objectives for All Instructional Services

To establish the school's goals and objectives, the principal and the teaching staff jointly determined and wrote goals and objectives for all grade levels in the areas of reading, mathematics, bilingual education and health education.

* This school wishes to remain anonymous.

School goals are the same for all school personnel and are used as a planning guide for both funded and tax-levy personnel. For example, math goals and objectives are posted on each classroom teacher's bulletin board with specific instructions to teachers to indicate on an on-going basis the specific skill being presently taught. The funded program math resource person uses this information, along with information provided by the classroom teacher at articulation conferences, to plan reinforcement lessons within the scope of the math remediation program. While district goals are uniform and general, P.S. 999's goals are more specific and based on particular student needs and school resources.

The district goals are annually disseminated to the schools for review and input from staff and parents. Written comments from the schools are submitted and appropriate modifications made at the district level. The district goals and Minimum Essentials Guide are modified to reflect the unique needs of the student population. For example, major emphasis is given to speaking and listening communication skills as required by the high proportion of youngsters for whom English is their second language.

b. Uniform Guidelines and Requirements for all Teaching Staff

Written school guidelines for all instructional staff are presently in various forms. These include orientation conference and faculty conference notes, staff memoranda or bulletins and minutes from grade conferences.

The explanation of school guidelines for instructional staff is an on-going process accomplished by the use of explanatory sessions held during orientation, math faculty conferences, monthly grade conferences, and other conferences including LORA Training and Articulation conferences.

Generally, these instructional guidelines are applicable to both tax-levy and funded staff. Two specific guidelines are:

1. Emphasis on communication skills. Each class instructional program must in conjunction with the funded program devote a total of two hours per day to the teaching of communication skills.

2. Emphasis on improving school attendance through a full effort. Assistance with truancy problems is provided to homeroom teachers by funded personnel. At the beginning of the year, funded personnel are asked to assist via personal contact with potential truancy cases.

The function of the school's four paraprofessionals is to provide small group remedial instruction as prescribed by the appropriate funded program remedial teacher/classroom teacher. These prescriptions are based upon a diagnostic testing approach.

c. Flexibility in School Scheduling

The scheduling has taken a variety of forms depending on the specific student needs, personnel strengths and weaknesses, size of school population and total allocation of funded program personnel. Yearly, changes have been made in accordance with the variables listed above.

As a result of a shrinking student population, the ability to provide homogeneous groupings in grades 4 and 5 has been drastically curtailed. For example, children in 5-1 have reading level scores from 4.0 to 6.5 while 5-2 have 4.0 to 1.5. These spans make effective classroom grouping most difficult. To alleviate this problem which also existed in grade 4, it was decided to crossgrade the children for reading and math instructions.

5 - 1	30 students
5 - 2	30 students
4 - 1	30 students
4 - 2	30 students
Total	120 students

In the morning these 120 youngsters are grouped according to reading ability. Child number 1 is the best reader and number 120 the poorest. The groups are as follows:

Group I	-	First 30 readers
Group II	-	Next 30 readers
Group III	-	Next 30 readers
Group IV	-	Next 30 readers

The primary targets for remediation are Groups III and IV. These two groups are then sub-divided for reading instruction as follows:

Group III - 30 children - 15 Group A)
15 Group B)

Group IV - 30 children - 15 Group C)
15 Group D)

Daily Schedule: -

9:00 - 9:45

Group III teacher works with Group A
while Group B goes to the Reading Lab

Group IV teacher works with Group C
while Group D goes to the Reading Lab

10:00 - 10:45

Group III teacher works with Group B
while Group A goes to the Reading Lab

Group IV teacher works with Group D
while Group C goes to the Reading Lab

This scheduling provides for ninety minutes daily of intensified reading instruction while at the same time allowing for two homogeneous grouping to be created within Groups I and II. A somewhat similar scheduling format is used to provide mathematics instruction through the use of the math resource center.

A brief plan of instructional strategies projected for school year 1981-1982 follows. In order to provide small group remedial instruction, P.S. 999 is seeking the approval of a plan that falls somewhere between the Schoolwide Project concept (at no extra cost in personnel or funds) and the funded programs presently in existence.

A more flexible use of funded program personnel will permit the implementation of an instructional program that will provide the following structure for each grade in the school: -

Sample Grade 2

The sixty-four (64) projected second graders would be divided into four groups according to reading ability: -

Group A - top 16 readers
Group B - next 16 readers
Group C - next 16 readers - target for funded program
Group D - next 16 readers - target for funded program

Class 2-1 would be made up of Group A and Group C.

Class 2-2 would be made up of Group B and Group D.

This, of course, represents a heterogeneous class grouping. Although the children in Group A and Group B may not qualify for funding services, they are, nevertheless, for the most part below grade level in reading and require small group intensified instruction in all aspects of communications skills.

Sample
Daily Schedule

9:00 - 10:30

2-1 teacher works with Group A - Uses Communication Skills Outline
Funded teacher works with Group C - Uses Communication Skills Outline

10:30 - 12:00

2-2 teacher works with Group B - Uses Communication Skills Outline
Funded teacher works with Group D - Uses Communication Skills Outline

Communication Skills Outline

Listening/Speaking	-	20 minutes
Reading/Literature	-	50 minutes
- Phonetic Analysis		
- Structural Analysis		
- Vocabulary		
- Comprehension		
Writing	-	20 minutes
	TOTAL:	90 minutes

Additionally, each classroom teacher will provide a thirty minute spelling period, using the ECRI method.

This represents a daily total of two (2) hours of Communication Skills Instruction.

d. Articulation between Tax-levy and Funded Program Teachers

Articulation is done on a continuous formalized basis. Each funded program teacher meets monthly with every classroom teacher serviced by the program. This schedule is agreed upon in September and covers the entire school year. One articulation period per week has been built into the funded program teachers' schedules. Since each funded teacher works with no more than four tax-levy classroom teachers, it is possible for an articulation conference to take

place each month with each classroom teacher. The tax-levy teachers are compensated monthly with a make-up period during large group assembly programs. During these conferences, the teachers discuss areas such as new skills to be reinforced, specific learning problems, specific attitudinal or behavioral problems. A log of these conferences is maintained and periodically reviewed by supervisory personnel.

e. Joint Staff Development for all Teachers and Paraprofessionals

Staff development is provided for the funded personnel for half a day on a monthly basis via district program heads. This training is both for the three resource room teachers and the four paraprofessionals.

Tax-levy teachers whose pupils are served by funded program personnel receive ongoing training from the resource room teachers. This training is related to the uses of diagnostic/prescriptive techniques.

Tax-levy teachers whose pupils are not served by the resource room staff receive ongoing training from the district's Staff Development Program. When large group assembly programs occur each Thursday from 8:45 to 9:30 A.M., two classroom teachers are relieved to meet with the district's Staff Development team for a planning session geared to classroom management approaches. From 9:30 to 11:00 A.M., each classroom teacher, assisted by a team member, begins to implement the techniques discussed. Each classroom teacher receives at least one session per month with the Staff Development team.

The Staff Development Program for tax-levy and funded personnel is geared primarily toward one primary objective -- effective classroom management techniques with an emphasis on grouping for reading/mathematics instruction.

Staff development training for paraprofessionals is provided for half a day per month by district program coordinators and assistant personnel both at the district and school level. The resource room teachers maintain an ongoing training program for their paraprofessionals in keeping with the specific approaches used by the individual program.

f. Maintenance of Diagnostic/Prescriptive and Other Student Records

Pupil records are maintained in the form of student folders by the funded personnel as well as the classroom teachers. These records include:

- Fountain Valley Record Card which indicates student deficiencies in reading

- Student prescriptive reading sheet listing specific materials used to remediate deficiencies. (A taxonomy jointly developed by district and school staff based upon reading series and materials available at the school is used for prescriptive purposes.)

- A mathematics diagnostic/prescriptive form is maintained and updated on an on-going basis by the mathematics resource room teacher.

- Students' work samples are also included on a periodic basis in order to demonstrate the youngsters' rate of growth in the specific content area.

- A holistic approach is used in the grading of the monthly composition which are also made part of the student folders.

- Samples of work in other content areas (social studies, science, etc.) are also retained but this is left to the prerogative of the teacher.

The above records and information are maintained for all students, both in funded and tax-levy programs.

These records are to some degree shown to the parents during the Fall and Spring parent/teacher conferences. Parents wishing to see these records need only make a request of their youngster's teacher.

3. Commentary

In 1973, less than 10% of its student population were reading on grade level. In a dramatic turnaround, today over 40% of P.S. 999's students are reading at, or above, grade level.

Scheduling is one key area by which P.S. 999 has improved the delivery of instructional services, playing a very large role in the improvement of academic achievement. Fragmentation of instructional services has been reduced, and a maximum amount of time has been devoted to small group classroom instruction. Over the past few years, a variety of methods have been used, each yielding successful results as indicated by the school's reading achievement level.

Year	Percentage of Children on or above grade level	District Ranking
1974	13.3	17
1975	21.5	15
1976	21.4	12
1977	18.6	10
1978	24.8	6
1979	24.5	3
1980	40.3	2

Student achievement in mathematics skills has also shown marked improvement. Statistical data is not readily available since prior to this year standardized mathematics tests were administered only to a small proportion of the population.

The key factors for encouraging a change at the school, in order to combat poor student achievement levels, included the pyramid principle as follows:

1. concern for poor student achievement levels;
2. a principal who exhibits strong leadership in areas of instruction and management;
3. organization of school staff to assume joint ownership for development of the school's program;
4. a team planning approach with definite time set aside to plan for, and implement, a total school plan;
5. active, on-going encouragement for such planning on the part of the district superintendent and other administrators;
6. consistent assessment of instrucional strategies and its effects on student achievement;
7. positive student results spurned an attitude of non-complacency on the part of total school staff.

While satisfied with the effects on the school's instructional strategies on student achievement, the principal is seeking to improve the use of school resources, its time and people.

SCHOOL MODEL 2: P.S. 999

Funding Sources	Title I - Reading, Mathematics PSEN - Reading New York State Commission on Alcohol & Substance Prevention Special Education		
Student Population	465		
Student Ethnic Composition	Black - 25.0 Hispanic - 73.4 Other - 1.6		
Student Population Eligible for Title I Services	Approximately: 280 children		
Student Population Served by Title I Services	Approximately: 200 children		
Mobility Rate	64%		
Reading at/above Grade Level		District Ranking	City Ranking
1980	40.3%	2nd	a middle rank
1979	24.5	3rd	
1978	24.8	6th	
Priority Area(s)	Reading Mathematics English as Second Language Bilingual Special Education Health Education		

SCHOOL MODEL 3: P.S. 31X

I. Introduction

The Special Primary Program for P.S. 31X was designed to identify and then provide for the strengths and needs of children early in their school careers. It was intended to combine the salient features of the More Effective Schools and the All Day Neighborhood School.

Located in District #7 in the South Bronx, P.S. 31 has succeeded for nine years in providing a total instructional school program for its students. Its success, in part, must be seen in relationship to student achievement levels. P.S. 31, with a student mobility rate of 45%, has at least 60% of its students reading on, or above, grade level, as measured by the 1980 City Wide Test results.

The schoolwide comprehensive plan completely integrates all funded programs into a total instructional program. The school's organizational structure and management system addresses the major elements of program coordination. The integration of all tax-levy and funded instructional services is interdependent upon the school's system of scheduling. P.S. 31 is serving as a model for other schools in its district, which are presently adopting its highly successful and effective practices.

The district wide instructional focus is well reflected in the goals established by the school's faculty. An instructional team planning approach (consisting of subject area teachers) has supported the administrative leadership at the school. Cooperative, active staff involvement, ownership of school goals and objectives, needs assessment, activities, strategies for implementation and self assessment are part of the comprehensive planning process used at P.S. 31. Encouragement, guidance and commitment by the District Office have been an integral part of P.S. 31's success.

P.S. 31 participated in the Middle States Association's public urban elementary school pilot project. A self-evaluative study of the school was begun in September 1976, and continued through June 1977. The entire school staff -- in cooperation with parents, pupils and community -- met periodically to intensively examine the entire school and the forces affecting pupil performance. In the Spring of 1978, a visiting team from the Middle States Association spent several days on site to confirm the self-evaluative finding and to make recommendations.

In June 1979, the Middle States Association of Colleges and Schools, for the first time, granted accreditation to a public elementary school in the State of New York. Dr. John A. Stoops, Dean of Education at Lehigh University in Pennsylvania and Project Director of the Middle States Association, commented that, "the principal, faculty, and

leadership of the school have literally instituted every possible program which has a promise of being helpful in causing learning in all pupils." He continued, "a partial listing of the elements of the total designs for learning of P.S. 31 sound like an encyclopedia of education, from self-contained classes to diagnostic/prescriptive learning programs."

2. Comprehensive Planning Model

a. Uniform Goals and Objectives for all Instructional Services

P.S. 31's school philosophy is to meet the needs of all children on all levels. In order to accomplish this, the school principal early on determined that a school needs a structure to realize student needs. The rationale for P.S. 31's organization is found in the School Bulletin #38A (January 1980):

> "The program of a school should reflect its educational philosophy. It should be an instrument in the implementation of its educational goals. The proper planning and execution of the program will help to provide for the special needs and interests of the pupils through the development of talents, and through the utilization of special abilities of staff. Moreover, a creative and flexible system of programming (individualized, departmentalized, small group, whole class, team approach, etc) allows each staff member to interrelate within the framework of the total school organization so that the school's goals can be cooperatively achieved."

The school's instructional goals and objectives (seen as its philosophy of a single school program) are established by the entire school staff and updated for every school year. Since there is a single school program, the formalized goals and objectives are followed by all teaching personnel.

The school is committed to a subject area diagnostic/prescriptive approach, a developmental approach and an individualized instructional approach for which school workplans are developed by small committees of subject area school staff and disseminated to the entire staff. These subject area work plans specify goals, objectives, strategies and target dates. All subject area workplan objectives address student needs and evaluation, instructional design for implementation of teaching strategies, staff development (teacher, competencies for implementation, and parental involvement. An example of such a workplan is appended. (See pages 71 - 75).

THE WILLIAM LLOYD GARRISON--------SPECIAL PRIMARY SCHOOL 37, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

S.P.S. 37 READING WORKPLAN - 1979-80

GOAL: By June 1980, pupil participants will evidence a minimum growth of 1.0 as per (CAT-Pre-Test, Post-Test) evaluation design

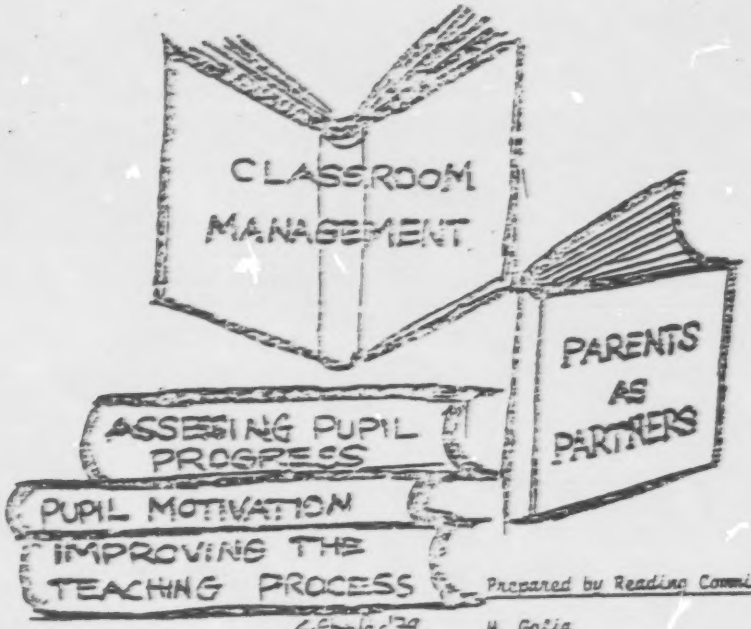
OBJECTIVES

1. To improve the process by which pupils reading skills are assessed and evaluated.

2. To provide a "qualitatively" designed instructional program in reading which fosters individualization, independence, and competency in the reading process.

3. To continually enhance teacher competencies by expanding the reading component of the staff development program.

4. To maximize parental involvement in the reading program.



S.Fowler'79

Prepared by Reading Committee:

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(Progress Report to be attached)

1. Objective #1 - Assessment and Evaluation in Reading

STRATEGY	TARGET DATE
1.1 Diagnosing and Assessing Individual Pupil Need	
.I.R.I. - informal textbook test to determine grade level	Sept. 79-Ongoing
.CAT - Citywide - to determine specific needs	Sept. 79 & May 80
1.2 Prescription - based on assessment and in conjunction with improving the teaching process and classroom management	Sept. 79-June 80
1.2.1 Staff Development Model (District)	Sept. 79-Oct. 79
.orientation of staff to concept	
.selection of participants	
.participants will group their class into 4 groups	
.participants will observe model teacher	Nov. 79
.participants will organize room according to model	Nov. 79-Dec. 79
1.3 Ongoing Evaluation and Assessment	Sept. 79-Ongoing
1.3.1 Reading teachers will periodicrlly assess progress in reading skills through:	
.Phonics Inventory	
.Informal Reading Inventory	
.Publisher's Check-up Tests	
.Teacher made Tests	
.Slosson; Roswell Chalk	
.Tests of Visual -Auditory Ability	
.Barbe Check List	
1.3.2 Pupil Reading Folders will be maintained	
1.3.3 Checklist of Pupil Folder Contents	
.Diagnostic Tests	
.Periodic Assessment of Mastery Tests	
.Completed pupils' work; completed reading contracts designed to remediate and check mastery	
.Pupil Reading Record Cards:	
..School Form 85	
..Fountain Valley	
. Barbe Check List (all except those using Fountain Valley System	
.Pupil Standardized Reading Achievement Scores	
.Potential Holdover Information	
.Pupil Functional Reading Levels (IRI)	
.Comments on Pupil Progress	
1.3.4 Reading teachers will select and design relevant assessment tests to check on mastery of skills taught	
1.3.5 Reading teachers will articulate with classroom teachers on pupil progress via:	
..informal meetings	
..formal meetings*	
.*Arrangements will be made to allow for more formal meetings between teachers	
1.3.6 Reading Committee will meet to discuss and plan revision of Reading Record Card, S.F. #85	
1.3.7 City Wide Standardized Tests	May 80
Title I Pre-Post Tests	Sept. 79-May 80

(Progress Report to be attached)

1. OBJECTIVE #1 - "Qualitatively" designed Instructional Program — TARGET DATE

STRATEGY

2.1 Grow Reading Program will provide greater degree of individualization

2.1.1 Organization of Departmentalized Reading Groups in: Grades 1-3; ESP Classes; Grade 7 — Sept. 79-Oct. 79

.Form groups on pupils' functional reading levels; administer ITT's to new admissions; cross class and grade lines; administer pre-reading assessment SESAT to Grade 1

.Administrative Matters

..Block in reading periods for each grade following schoolwide master schedule
..Prepare Class Disposition (S.F.151) and Group Composition Sheets (S.F.151A) for distribution to teachers.
..Assign teachers to reading groups and areas of instruction (S.F. 25A)
..Assign Title I teachers and paraprofessionals to groups with participating pupils.

2.1.2 Reorientation of teachers with the philosophy and logistics of the Reading Program (S.F.25A) — Oct. 79

2.1.3 Review of materials available and appropriate for use by reading groups — Sept. 79-Oct. 79

.Ordering of materials necessary based on inventory

2.1.4 Reading teachers will maintain separate reading plan-books which will indicate specific skills and activities designed to upgrade reading

2.2 IPLP program will enhance individualization and independence in learning — Ongoing

2.2.1 Participating teachers and classes will be selected and scheduled — Sept. 79

2.2.2 Pupils will be pre-tested and screened and placed in lab groups — Sept. 79-Oct. 79

2.2.3 Lab teacher will train participants in Phases of (I, II, III - LAB) — Oct. 79

2.2.4 Fountain Valley Tests will be given — Nov. 79

2.2.5 Preparation of contracts and training in writing will be given by lab teacher — Nov. 79-June 80

2.3 Staff Development Model (District) will be utilized in selected reading groups and classrooms — Oct. 79-Ongoing

.5W, 2R, 4K, 4A will be included
.ESP classes will be included

.District Staff will be involved in training

.This process will increase pupil independence in learning and assure a more individualized instructional program through contract learning as well as ad-hoc groups for skills teaching.

TARGET DATE

2.4 Enhancing Pupil Motivation in Recreational Reading — Sept. 79-June 80

.Classroom teachers will conduct literature lessons on a weekly basis.

.Classroom teachers will set aside time on a daily basis to read-aloud stories to pupils.

.Pupils will share on a weekly basis books they are reading.

.Classroom teachers will highlight T.V. specials based on literary selections for pupil viewing, i.e., Little Women, Christmas Carol.

.Pupils will participate in a multitude of activities related to the Annual Book Fair.

.Classroom teachers will provide opportunity for pupils to take home a book every night.

.Newspapers

.Classroom libraries will be operational throughout the year and books will be rotated periodically with Central Library.

.All classes will be scheduled to school library for lessons designed to stimulate reading.

.Area in library will be designated for new and interesting books.

.Home circulation will be operational throughout the year.

.Classroom teachers will provide opportunities for pupils to purchase trade books from book clubs such as Arrow, etc.

2.5 Individualized Reading Program will be Implemented in All ESP Classes — Sept. 1979-Ongoing

3. OBJECTIVE #3 - Staff Development (through bulletins, workshops, demo lessons)

STRATEGY

3.1 Teachers will be trained in the administration of an informal text book test; and ways to determine readability level of a textbook. — Oct. 79

3.2 Teachers will be trained to devise informal diagnostic tests; to use the Barbe Checklist as a mastery technique devise. — Nov. 79

3.3 Teachers will be trained in the use of the Fountain-Valley System as a diagnostic-prescriptive tool and to maintain reading records.

3.4 Teachers will be trained in techniques and activities which develop and reinforce the word attack skills as well as comprehension skills (main idea, vocabulary, inference, detail, sequence of ideas) — Dec. 79-Jan.

3.5 Primary grade teachers will be trained in the development of pre-reading skills. (auditory & visual) and techniques to use with learning disabled. — Oct. 79

3.6 Selected teachers will be trained in classroom management and the use of learning centers within the "Staff Development" model. — Oct. 79-Ongo

3.7 Teachers will be trained in the effective management of a classroom library and ways in which pupils can be motivated to read independently. — Nov. 79-Dec.

3.8 ESP teachers will be trained to use the Individualized Reading Approach and to expand the development of the higher level thinking skills (analysis, synthesis, critical thinking, evaluating,) — Oct. 79-Ongo

TARGET DATE

3.9 A Schoolwide Reading Newsletter will be published monthly noting successful teaching practices and other noteworthy happenings related to reading. Oct. 79-June 80

3.10 Grade 4 and 5 teachers will be trained in developing reading skills appropriate to the content areas of social studies, science and math. Dec. 79-April 80

4. OBJECTIVE #4 - Parental Involvement

STRATEGY

4.1 Parent Workshops will be conducted periodically on the following topics: Sept. 79-June 80

.Suggestions to help your child become a reader and a learner.

.Activities for beginning readers

.Games and activities to develop reading and thinking skills.

.Books and magazines for children.

.Gifted children.

.Things to do in N.Y.City.

.Free and inexpensive material.

4.2 Reading Committee in cooperation with reading teacher will develop a handbook for parents of activities related to making reading fun for children.

4.3 Reading teachers will meet with individual parents during Parent-Teacher Conferences and other scheduled conferences to discuss child's reading progress.

4.4 Parent Volunteers will be programmed to work with individual pupils on reading and other related language arts skills.

4.5 Parent Newsletters will include items related to reading.

4.6 Informal, friendly "tea" type meetings will be planned.

b. Uniform Guidelines and Requirements for all Teaching Staff

The school is committed to providing students with needed basic skills. Therefore, subject area committees consisting of teachers plan instructional guidelines for all P.S. 31 teachers, clearly articulated, consistent guidelines for instructional responsibilities and written strategies are disseminated to all teaching staff. These guidelines are provided to staff in the form of messages, circulars, bulletins. All such information, which are disseminated from the school's main office, are reviewed and approved by the school principal for consistency of guidelines. An example of these guidelines is appended.

Within these examples, from the Monthly Faculty Conference Notes, a pattern for improvement of instruction should be noted which emphasizes and highlights teacher commitment and responsibility. The use of workplans by teachers is essential. Schoolwide workplans form the basis for ensuring basic skills instruction. On a monthly basis at the faculty conferences, those areas of instruction to be stressed in the coming month will be stated. It is expected that teachers' workplans will incorporate these areas on concentration and implement them according to definite time·lines.

Therefore, the workplans specify P.S. 31's educational goals and specific strategies along with target dates. There is a periodic evaluation of those strategies and goals achieved by school committees and/or teachers involved in the program. Through self-evaluation surveys and other feedback, necessary modifications, support and/or training is determined.

For example, the importance of the use of teacher planbooks is emphasized in the Faculty Conference Notes (School Bulletin #28) January 1980:

> "Review of Plan Books by Supervisors (Principals, Assistant Principals). Please be advised that the following changes in the schedule of review of Plan Books will become effective beginning Friday, January 18th.
>
> Plan Books (All Grades, Clusters, Other Special Area Teachers) will be reviewed every Friday (beginning Friday, January 18th).
>
> All Plan Books are due in my office (send to Mrs. Lieberman) not later than 9:00 A.M. (Compliance with this procedure will assure return of plans to teacher by noon of the same day).

Planning for the week must reflect plans for the week following the due date (i.e., plans due Friday, January 18th must reflect completed plans for the week of January 21 through January 25).

Rationale: Supervisory Review of Plan must take place prior to implementation of plans in instructional program.

Plan Books (Reading and General Plans including all other subject areas) must be one continuous series of weekly plans beginning September 1979 through June 1980. Should you find it necessary to begin a new book, please see me.

Supervisors signature merely indicates that it was reviewed by a supervisor. Signature does not assure effective or appropriate planning."

In addition, in order to ensure for consistency and continuity of instructional services each teacher prepares a "Substitute Teacher Folder". The folder contains the following information for substitute teachers: seating plan, weekly program, general information sheet, teacher feedback sheet, etc. The folder is kept in the teacher's center desk drawer. Usually, 2 or 3 lessons are placed in the folder and updated as they are used. In this way, P.S. 31 is constantly planning the most efficient use of its resources to impart on student achievement.

Part of the educational assistant responsibilities includes assisting teachers in instructional activities on a daily basis and providing lessons for absentee pupils.

c. Flexibility in School Scheduling

P.S. 31 serves approximately 800 students from Kindergarten to Grade 6. The funded program operate as an integral part of the total school program. In the instructional area of reading, there is a Group Reading Program which is a schoolwide program.

Pupils are divided into homogeneous groups, smaller than class size and receive intensive reading instruction daily for approximately 50 minutes. Class and grade lines are crossed and all staff members are involved in the reading effort.

The scheduled reading periods are:

Grades 1 & 2	-	9:40-10:25
Grades 3 & 4	-	10:20-11:15
Grade 5	-	11:20-12:15

Flexible grouping, diagnostic testing, ad-hoc grouping for specific skills teaching, diverse materials, "contracts", and an eclectic approach are integral parts of the group reading program. (An organization of the Group Reading is appended - See School Bulletin #25A). (See Appendix D-2)

Since all teachers in the school have responsibility for teaching reading during this departmentalized reading period, this reorganization of student reduces the pupil/teacher ratio.

In addition, two Title I reading programs co-exist at P.S. 31. One focuses on reading and language development, which is provided by the funded teacher and educational assistant in either the student's classroom or in the Title I reading room. The funded programs personnel work with some targeted students during the morning departmentalized reading period and again in the afternoon when reading in the content areas (social studies and science) is taught.

A second funded reading program uses a diagnostic/prescriptive reading lab approach. The classroom teacher and her students attend the 50 period program. Since the entire class visits the lab, the classroom is taught management skills utilized in this reading lab approach. The reading lab teacher in conjunction with the classroom teacher develops a prescriptive contract to guide student learning of specific reading skills within a developmental reading framework. In the classroom, the students continue to work on their contracts. This entire process coordinates with the district-wide staff development program that trains teachers to manage small group instruction in the classroom. In addition, the Sustained Silent Reading program was introduced last year according to the Office of Curriculum Development and Support.

For mathematics instruction, a similar redistribution (as in the Group Reading) of students takes place. Students are homogeneously grouped with no more than 15 students per group, and receive intensive mathematics instruction 4 or 5 times per week. In addition, a Title I mathematics program operates using a lab approach. Targeted students attend the mathematics lab to work on specific mathematics skills. Further mathematics instruction is provided to students in their classroom by a Title I mathematics teacher and educational assistant. An extension of the mathematics lab program, for in classroom use, is a mathematics lab on wheels, which is provided on a scheduled basis.

A copy of the schoolwide activities, with class/group and location assignments, from Monday through Friday (School Schedules #3-7), are appended. (See Appendix D-3)

In addition, a summary of the five day master schedule of Preparation Periods, Schoolwide Programs and Activities (School Schedule #8), is appended. (See Appendix D-4)

The funded programs in the school provide other supplementary services which include ESL, Bilingual and writing instructions.

These supplementary services are also integrated into the total school program.

While this study is attempting to simplify a complicated scheduling approach, it should be noted that all aspects of the school's programming is not included.

d. Articulation between Tax-Levy and Funded Program Teachers

P.S. 31 provides formal articulation time for tax-levy and funded program teachers to meet. Thursday was tentatively designated as "Special Primary - Tax-Levy Articulation Day" during the 1979-80 school year.

During the meeting, modified individualized Educational Programs (IEP) were planned for certain children. The IEP included short term instructional objectives, method and/or materials and evaluation. Other purposes of the articulation meeting were used to evaluate the progress of the children, to find best ways to fill in the gaps in the child's learning process and integrate the Title I activities with tax-levy objectives.

In addition, some monthly staff conferences take place during the lunch hour. Teachers meet in small groups with school assigned personnel to address specific issues and concerns. The small groups consist of classroom and funded program teachers. Usually, the discussion is recorded and shared with the school staff. The funded reading and mathematics teachers prepare monthly articulation sheets for the classroom teacher. The reading lab teacher meets monthly with each classroom teacher in the reading lab, to review student progress and jointly to write student prescriptions. Each time the classroom teacher attends the reading lab, informal articulation occurs between the classroom teacher and the reading lab teacher.

The school's faculty conferences, Reading Smorgasbord, and extensive written communications, (school bulletins, memorandum, faculty notes, school work plans, subject area goals and objectives) provide another form of formal articulation between all school staff.

e. Joint Staff Development for all Teachers and Paraprofessionals

A special feature of this school is the close supervision, planning and intensive pre-service and in-service teacher training provided by the principal and assistant principal, who are available from 8:00 A.M. to 5:00 P.M.

The principal and assistant principal conduct weekly (for 45 minutes) individual and group conferences with staff to plan for and evaluate specific activities, materials and personnel involvement in specific project activities.

In the monthly faculty conference, projected topics for staff development programs are discussed. For example, School Bulletin #38, January 1980, described the use of "Minimum Teaching Essentials K-9" for the improvement of planning in order to effect a program of instruction which focuses on continuity, basic skills and knowledges, and an integrated curriculum. The principal organized a committee of teachers to work on the implementation of this curriculum bulletin. Their efforts included an implementation process along with advice, recommentations and expertise from school staff to ensure a successful staff training program. The school urged teachers to purchase their own copies of "Minimum Basic Essentials K-9" curriculum bulletins.

The principal asks all teachers to assist in the selection of projected staff development workshops provided by the school. Teachers are uged to contribute to these staff development workshops. (On page 80, see School Bulletin #12). In this way, teachers have a decision-making and ownership role in the projected staff development activities at the school.

The principal continuously urges staff to assess their understanding, knowledge and implementation of subject area skills towards improving the quality of the school's instructional program. (See School Bulletin #27 on page 81).

The principal also recommends that staff read various professional literature (magazines, publications, texts, newsletters, etc.) to update their knowledge and skills in the classroom. (See School Bulletin #38C). (See Appendix D-5)

The district-wide program of teacher training for the management of small group instruction is being implemented in P.S. 31. The staff development program (specially funded) is fully integrated into the overall school program. This program trains assistant principals and funded program teachers in classroom management techniques (small groups and individualized instruction). Assistant principals are trained in order to facilitate the training of additional teachers in the school. A single teacher from each school is training in a classroom management model that provides for groups of students to be engaged in different strategies of instruction.

1. Independent Activities - children work on structured activities and games designed to develop thinking skills

2. Directed Reading - A teacher-directed developmental skills lesson

THE W...AM LLOYD GARRISON————SPECIAL PRIMARY SCHOOL 498X

Mrs. Carol Russo - Principal

Mrs. Madeline Gelia-Asst. Prin.

SCHOOL BULLETIN NO. 12 October 9, 1979

Re: Projected Staff Development Workshops

Dear Teachers,

The following list contains topics for staff development workshops which have emanated from suggestions of staff members.

Please indicate in the appropriate columns below those which you feel would contribute to the further development of your competencies as a teacher.

If you would like to facilitate any workshop, please so indicate in the column entitled "Facilitator".

Return completed form to the Main Office (Mrs. Lieberman) by Wed., Oct. 10th.

/ss Thank you. Madeline Gelia, Asst. Principal

Due: Wednesday, October 10, 1979 - Main Office (Mrs. Lieberman)

NAME _____

	TOPIC	Would like to be a Facilitator	Would like to be a Participant
1.	Pre-Reading Skills		
2.	Learning Disabilities -Techniques & Approaches		
3.	Techniques/Games/Activities to Improve Listening Comprehension Skills		
4.	Developing Basic Writing Skills		
5.	How to Determine the Readability Level of Children's Books		
6.	How to Maintain "New" Attendance Book		
7.	Effective Use of Classroom Library		
8.	Administering An Informal Reading Inventory and Other Assessment Tests		
9.	How to Use CAT Math Test Results to plan for Math Instruction		
10.	Trips - Pre-Planning and Follow-Up		
11.	Setting-Up Learning Centers		
12.	District-Staff Development Model as a Classroom Management Design		
13.	The Emma Reid (ECRI) Approach to the Teaching of Reading		
14.	Developing Memory Banks in Children		
15.	Bringing Music Into the School Day		
16.	Physical Activities and Games to Use in the Primary Grades		
17.	Art Ideas in the Primary Grades		
18.	How to Use Manipulative Math Lab Materials Effectively		

THE WILLIAM LLOYD GARRISON------SPECIAL PRIMARY SCHOOL 37, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Galia-Asst. Prin.

SCHOOL BULLETIN NO. 27 November 26, 1979

FACULTY CONFERENCE NOTES
NOVEMBER - DECEMBER 1979

1. Instruction and Curriculum

1.1 Reading Program

.We must continually work towards improving the quality of our instructional program.

.How does the quality of your reading program compare with the following attributes of a quality-reading program?

Do you...

.Provide sufficient instruction and activities directed at development of comprehension skills.

.Provide substantial uninterrupted time for children to read.

.Place appropriate emphasis on decoding (often this means less emphasis)

.Recognize the importance of motivation as a prerequisite for the development of reading skills.

.Include flexibility in teaching reading - being able to understand such different kinds of materials as books, written forms, instruction sheets, and recipes.

.Develop the recognition of reading as one of several means of communication, along with speaking, writing and listening.

.Allow for the incorporation of reading instruction into other school subjects.

.Let children put their reading ability to practical use from the first day of instruction through such material as newspapers, craft material, or sports reading.

.Help pupils transfer their ability to communicate orally into fluency in reading and writing.

Re: Reading Groups/Materials

.Please forward any requests for materials or placement of new admissions to M. Raschelle. No inter-group transfers are to be made without consulting Ms. Galia.

.All classroom teachers must articulate with respective reading teachers re: potential holdovers and ways and means of upgrading the reading ability of each potential holdover.

3. Contract Work - Children work independently in this area on specific exercises prescribed for specific needs diagnosed

4. Learning Center- Children work in this area on activities centering around a specific theme or concepts in a subject area: science, math, social studies, creative writing,art, etc.

Classroom teachers are supported in efforts to organize their classroom for small group instruction by district teacher trainers and assistant principals. Additional classroom teachers are trained at each school by a team comprised of the district teacher trainer, the assistant principal, the initially trained classroom teacher, and the reading lab teacher.

Within the school the integration of these two programs is realized when the classroom teacher, who attends the reading lab with his/her class, learns to diagnose reading problems, develops appropriate prescriptions for students, instructs and manages student learning in the reading laboratory, designs a classroom for small groups, individual and independent learning, and instructs and manages student learning, using a variety of strategies and grouping patterns. All of these processes come together as a result of the coordination of the staff development program and the reading lab program.

The training of paraprofessionals is provided mainly by the reading and mathematics lab teachers on a continuous basis. This training is consistent with the school's philosophy, its goals and objectives. The school principal and other supervisory staff oversee the training of the educational assistants.

f. Maintenance of Diagnostic/Prescriptive and Other Student Records

The school's philosophy is based upon meeting the needs of the individual student. Both tax-levy and funded program teachers meet once a month to review student progress and jointly to write student prescriptions. All teachers and educational assistants use the diagnostic/prescriptive records.

The classroom teacher is responsible for the preparation of an individual student profile plan. These individual student profile plans include all significant information related to pupil achievement in reading and mathematics (in English and in Spanish, as appropriate). Record cards will reflect all test data (standardized, informal and diagnostic), diagnostic/prescriptive skills, special pupil needs in these areas and steps taken to remedy such needs i.e., Learning Disabilities).

An example of information available for all students in the reading program is indicated in School Bulletin #17 on page 84.

THE WILLIAM LLOYD GARRISON - SPECIAL PRIMARY SCHOOL 31, BRONX
Mrs. Carol Russo, Principal
Mrs. Madeline Golia, Assistant Principal

SCHOOL BULLETIN NO. 17 — October 30, 1979

OCTOBER FACULTY CONFERENCE NOTES

October 31, 1979

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* * * * * * * * * * * * * * * * * * * * * * *
*                                             *
*          TEACH ALL THE CHILDREN             *
*                                             *
*                                             *
*       Theme American Education Week         *
*              November 12 - 16               *
*                                             *
*                                             *
* In order to 'teach all the children' we     *
* must recognize their individual needs,      *
* differences, and feelings and teach each    *
* child accordingly.                          *
*                                             *
*                                             *
* * * * * * * * * * * * * * * * * * * * * * *
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1 Instruction and Curriculum

1.1 Reading Program

.Pupil Reading Folders must be maintained for each pupil in your reading group. These folders should include:
..Diagnostic Tests
..Periodic Assessment of Mastery
..Completed or on-going reading contracts designed to remediate or check mastery.
Have them located in reading-contract center accessible to children for assignments.

.A MASTER FOLDER should also be available and accessible in which you keep:
..SP #85 for each child in your group
..Fountain Valley Cards (if you are using F.V.)
..Barbe Check List (if you are not using F.V.)
..Most recent standardized test scores
..Pupils Functional Reading Levels (ITT)
..Potential or Previous Holdover Information
Refer to these materials during parent-teacher conferences to assist you in assessing pupils' progress, needs, and making recommendations.

.Project future needs in reading materials. See School Bulletin No. 32, "Instructional Levels of Basal Readers" to determine which readers your group should receive through June in order to make a minimum of one year's growth.

.Send any requests for materials as well as inter-group transfers and placement to M. Roschelle.

Parents have access to all pupil records. Parent workshops are provided by school staff to introduce the diagnostic/prescriptive approach and the student corresponding information.

3. Commentary

The 1980 Resolution made by P.S. 31 stated the following:

> "We resolve to concentrate our energies and our efforts in the upgrading and mastery of children's skills in reading, writing, speaking and spelling in order to produce voracious readers, prolific writers and articulate students....."

The contributing factors which have led to successful student and teacher results include:

a. School Philosophy with goals and objectives (written schoolwide plans and teacher work plan ensure total staff understanding).

b. Emphasis on Reading and Basics -
Reading is strongly emphasized in the curriculum; as many as three periods a day are devoted to reading. There is a master plan prepared by the principal; teachers are required to have reading plans for their own classes, as well.

Pupils are frequently given diagnostic tests to measure progress and identify problems. Detailed records on each student are maintained for easy consultation by all teachers.

c. School Organization -
Class and grade lines are constantly crossed to reduce the pupil-teacher ratio and to create homogeneous reading groups. There are groups within groups. At reading time every teacher, without exception, is involved in the school-wide effort.

Scheduling has been responsible for an atmosphere of excitement, energy and enthusiasm. This has resulted in personal pride that has kept supervisors, coordinators and teachers working untiringly to assist pupils to improve in basic skills and to prepare for entrance examinations to special schools.

d. This strong principal with leadership qualities has led to an effective administration which focuses on the instructional concerns and needs of its students.

e. Teacher/staff expectations of pupil achievement and staff morale is high, creating optimisim which is reflected by students. Student and staff attendance is high. School administration provides interest support and encouragement equally to all school activities; the beneficiaries are its students.

f. Skillful and dedicated teachers have continued to develop as a result of school and district-wide staff development training program.

The teacher workplans highlight the strong school philosophy in the day-to-day classroom setting. The administrations' expectations of teachers and their cooperation is paramount in this process.

g. Parent involvement has been fostered by the school administration. Parent volunteers work in the classroom by assisting in the preparation of materials and student assignments. Parents are trained to understand the goals of improved reading and to aid the school effort at home.

Monthly newsletters are disseminated to parents regarding total instructional services. "Pupil Progress through Programs", a booklet for parents, was written and produced by the school to illustrate ways parents can work with their children at home to reinforce instruction.

Through the comprehensive planning efforts of this school and its principal to provide for the instructional needs of all its students, assessment of their structure, organization and themselves is on-going.

For all its success, the school has not been immune to the fiscal problems plaguing the city's school system. There is concern that cutbacks will deeply hurt its future efforts. For example, with high student achievement levels comes the loss of students in need of remedial services and corresponding loss of funded monies. This loss of monies translates to fewer teachers which results in larger class sizes, making it more difficult to give students individual attention. In essence, reaching the desire state of "improved student achievement" means a loss of supplementary services and support. (A negative incentive, at best.)

With the support and encouragement of the district office, this school has integrated all its school services, combining tradition and innovation as part of its comprehensive school plan.

The cohesiveness of instructional services for maximizing student achievement emerges successfully when organizational variables (e.g., administrative leadership, cooperative and involved staff plan, and fiscal resources or human resources are best utilized in the school setting) and instructional variables (e.g., diagnostic/prescriptive approach, developmental and individualized instructional approaches) are in harmony. P.S. 31 has shown itself to be effective in integrating both the organizational and instructional variables, as they effect and affect its students and their achievement levels.

SCHOOL MODEL 3: P.S. 31X

Funding Sources	Title I Title II Title IV-B Title IV-C (3)	PSEN Gifted & Talented Reading Through the Arts Impact II Grants
Student Population	830	
Student Ethnic Composition	Black 44% Hispanic 52% Other 4%	
Student Population Eligible for Title I Services	373	
Student Population Served by Title I Services	294	
Mobility Rate	45%	
Reading at/above Grade Level		City Reading
1980	60.6%	188 out of 630
1979	49.4%	
1978	45.3%	
Priority Area(s)	Reading Mathematics English as a Second Language Bilingual Education Writing	

SUMMARY STATEMENT
DISTRICT AND SCHOOL BASED COMPREHENSIVE PLANNING MODELS

COMPREHENSIVE PLANNING PRACTICES	DISTRICT MODELS		SCHOOL MODELS		
	I (10%)	II (22)	I (27%)	II (39%)	III (31%)
1. Goals and Objectives					
Written	X	X	X	X	X
All content areas	X		X	X	X
All grade levels	X	X	X		X
Same for total instructional staff	X	X	X	X	X
District	X	X	X	X	X
School	X	X	X	X	X
Dissemination proced	X	X	X	X	X
2. Guidelines for staff					
Written	X	X	X	X	X
Same for all instructional staff	X	X	X	X	X
Dissemination proced	X	X	X	X	X
Training sessions for utilization	X	X	X	X	X
3. Scheduling					
Pull-out approach				X	X
In-class approach	X	X		X	X
Lab approach			X	X	X
Same for elem & jhs					
Diff. for elem & jhs	X	X			
Homogeneous grouping	X	X	X	X	X
Heterogeneous grouping	X				
Flexible grouping			X	X	X
4. Articulation					
Formal		X		X	X
Informal	X	X	X	X	X
5. Staff Development					
Separate for all instructional staff	X	X		X	X
Joint staff develop for all teachers		X	X	X	X
Joint staff develop for teachers and paraprofessionals			X	X	X
Scheduled during day	X	X	X	X	X
Scheduled after schl	X	X	X	X	X
Same for total staff		X	X	X	X

SUMMARY STATEMENT

DISTRICT AND SCHOOL BASED COMPREHENSIVE PLANNING MODELS

COMPREHENSIVE PLANNING PRACTICES	DISTRICT MODELS		SCHOOL MODELS		
	I (16)	II (22)	I (27%)	II (88	III (31%)
6. Diagnostic/Prescriptive Pupil Progress Records					
Joint responsibility for recording, updating & accessing			X	X	X
Computerized records		X			

B. DISCUSSION, IMPLICATIONS AND CONCLUSIONS

1. Salient Features Among Models

The five comprehensive planning models presented have in common a planning process and a comprehensive school or district plan.

The planning process in all instances followed the same pattern.

a. School and administrators stressed a continuing need to provide improved and effective instruction. The coordination of various programs currently being offered in an education plan would logically seem to strengthen a priority need and avoid costly duplication and fragmentation.

b. School and district administrators formed planning committees (team approaches), comprised of the constituencies to be effected. Both leadership qualities and ownership roles were emphasized.

c. Planning committees met frequently to re-establish and develop a philosophy and determine needs.

d. Planning committees examined school and district educational practices, and existing resources by conducting a needs assessment.

e. From the needs assessment, planning committees determined needs to be addressed by weighing these factors:

- -- the importance of each stated goal;
- -- the time and investment required to develop a comprehensive plan to satisfy the need;
- -- the potential resources (e.g., staff, skills required, facilities, funding sources, etc.) that might be employed to meet the need.

f. Each school or district planning committee then developed an overall comprehensive plan, which includes:

- -- identification of the need to be satisfied;
- -- a rationale for attempting a particular change, with baseline data, illustrating the need and gaps in existing services;
- -- a description of the service or activity to be offered to satisfy the need;
- -- identification of who will be responsible for implementation of the service or activity;
- -- identification of all resources that are essential to accomplishing the task;
- -- identification of necessary documentation to enable the planning committee to assess activity progress, accomplishments or products. Measurable values, such as numbers of students/staff who parti-

cipate in activities, numbers of students/staff who receive new services, educational achievement, and evaluation of program outcomes were specified. Qualitative values, such as administrative decisions, planning committee records, personal logs with subjective notations of program impact upon indivuduals were also recorded.

g. Continuous reassessment became an integral part of the planning process. Comparisons were made between the current year and at least the previous year's results as a rough indication of the extent to which particular needs were satisfied during that period of time.

The five comprehensive plans are distinct from each other because they initially addressed individual school and district needs (e.g., budgetary or fiscal coordination, instructional cohesiveness, uniform delivery of services, tax-levy and funded program coordination). However, the five comprehensive plans presented have several outstanding practices in common, and are being adopted in other educational systems in New York City and elsewhere.

a. There are uniform goals and objectives for funded program and basic tax-levy instruction. Schools and districts have uniform instructional goals and objectives. The result is more communication among all teachers. The extent to which students receive cohesive learning experiences depend upon the consistency of classroom instruction and funded program remediation.

b. Formal articulation time between tax-levy and funded program teachers ensured that supplementary instruction actually is supporting and reinforcing the basic classroom instruction. Where articulation time is built into the school or district plan, this time is used by staff for instructional planning, diagnostic /prescriptive activities and monitoring of pupil progress. Staff development and articulation between funded and tax-levy teachers are encouraged by means of the laboratory setting. The tax-levy classroom teacher receives staff training from the funded program teacher. The funded program teacher is often a resource teacher for the tax-levy teacher, providing testing procedures, presenting demonstration lessons in the regular classroom, and maintaining diagnostic-prescriptive records.

c. A serious attempt is made to reduce the effects of pull-out programs as the approach to providing supplemental services. Pull-outs are most often replaced by laboratory setting for whole class reading and mathematics instruction. The funded and regular classroom teacher and the educational assistants serve the whole class at the same time, individualizing the instruction. All students are served, with the funded program's teacher and educational assistant assuming responsibility for the targeted students.

d. Class size is reduced by homogeneously grouping all students for reading instruction. Funded program teachers instruct targeted students while the classroom teacher is providing reading instruction to other regrouped students.

e. Individualized diagnostic-prescriptive information is provided for every student.

f. Districts are computerizing data necessary for proposal development and for monitoring pupil progress. This encourages consistent instructional services, and lessens the disruption caused by unpredictable funding sources.

g. Instruction is provided by means of small group/whole class combination.

h. A return to Basic Skills Instruction and the teacher's ability to impart these needed skills to children are stressed.

i. Flexibility in school scheduling and/or programming is emphasized by principals who use the opportunity to plan and implement innovative instructional approaches.

j. Most comprehensive plans are being implemented in the area of reading instruction with plans for expansion in mathematics.

k. The factor analysis conducted in conjunction with the Case Study of 40 New York City schools isolated two distinct factors related to comprehensive planning efforts. The first factor called for district level support and commitment to program coordination, basic skills instruction, teaching and learning and standards of accountability. The two district comprehensive plans focus on:

-- program coordination by instituting district-wide staff development practices and providing for formal articulation time among school staff;

-- basic skills instruction by developing district-wide goals and objectives for instructional services to ensure cohesiveness of instructionals methods and materials;

-- teaching and learning by developing computerized diagnostic/prescriptive information for multipurposes (relieves the teacher of much paperwork and provides more time for teaching) and developing a management system for a uniform curriculum;

-- standards of accountability by providing written consistent guidelines for all teaching staff, with respect to instructional objectives.

The second factor called for specific goals and objectives for student instructional needs. The three school comprehensive plans focus on:

-- use of diagnostic/prescriptive instructional approach to meet individual needs of all students;

-- use of small group/whole class instruction to provide intensified instruction;

-- scheduling or programming innovatively;

-- redeployment of staff for maximum effectiveness.

These four areas are well within the domain or control of the school administration.

All comprehensive plans are themselves the result of a process of comprehensive planning. The ability to successfully plan, develop and implement a comprehensive plan is dependent upon human resources.

a. District office support for school based comprehensive planning is essential. Since district office allocates instructional resources, it must share in and approve of planned changes in a school.

b. A strong principal is instrumental in bringing about instructional and administrative change in a school. These changes establish a professional school climate.

c. Participation of school staff in shared decision-making and joint responsibility for designing a comprehensive plan affects the effectiveness of its implementation.

d. Parental involvement contributes to a shared responsibility (of parent and school) for the education of their children.

2. Reported Constraints to Comprehensive Planning

Rarely are lump-sum allotments or planning dollars allocated according to subject area. Monies are still separated by funded source, and district office staff are most often assigned to administer to discrete funding sources. In other words, there is no district reading allocation, but there is a Chapter 53 reading allocation, a Title I reading allocation, a tax-levy allocation; the list is long.

The funding sources also bring along unmatched suitcases of clashing and contradictory rules and regulations. The entire funding approach fosters instructional and administrative fragmentation.

Some schools and districts are hampered in implementing alternatives to pull-out programs, such as homogeneous grouping or laboratory settings, because buildings are overutilized. Indeed, most administrators reported that innovative instructional approaches were enhanced by school buildings that offered space for new techniques. On its field visits, Comprehensive Planning Unit staff witnessed a striking difference in the appearance and comfort of reading instruction facilities between schools that had over-and under-utilized school buildings.

These are the constraints that have been found, the next phase must address itself to possible solutions.

C. RELATIONSHIP BETWEEN COMPREHENSIVE PLANNING AND STUDENT ACHIEVEMENT

Comprehensive planning is meaningless unless it improves student achievement. Some schools and districts have formally implemented comprehensive planning strategies, while most have just begun the process. It is not yet possible to ascertain if comprehensive planning works or if, in fact, it is a proper means for effecting educational change and affecting student achievement.

This document has presented five models now being implemented in the New York City school system. Review and analyses of the constraints and elements necessary for successful planning are initial steps in establishing an effective comprehensive planning program.

It will take time to see if and how these models change the current approaches to instruction. It will take even more time to see if student achievement levels improve; that is the ultimate test. Interim findings will be published in the future.

The Role of The Comprehensive Planning Unit in Comprehensive Planning at The School and District Levels

Funded by Title IV-C, The Comprehensive Planning Unit has developed school level comprehensive plans and practices to coordinate the use of local tax-levy and supplementary federal and state resources. Research has verified the potentially disruptive and fragmented impact of uncoordinated educational programs.

The project's major activity is to provide technical assistance to New York City public schools to develop comprehensive plans to maximize student achievement levels. The participating schools are selected from a pool of 40 schools with a high number of funded programs.

To recruit schools, the Comprehensive Planning Unit follows these procedures:

---meeting with the community district superintendent to enlist support for the school(s) in the district that participate in the project;
---meeting with the school principal to discuss the benefits to a school of participating comprehensive planning, and to request participation;
---after receiving superintendent support and principal interest, the Comprehensive Planning Unit staff introduces the project's activities to the entire school staffs. A question and answer session follows. School staffs then meet to decide if they want to participate in the project;
---as a follow up, the Comprehensive Planning Unit staff visits the school to observe the school's daily operational procedures, activities, instructional programs.

The project, in its first year, is helping participating schools to create and manage the activities of school-based planning committees (Resource Allocation Planning Committees) which will lead to the development of a unique comprehensive educational plan for each school. The RAP committee members shall include a representative of the district superintendent, the school principal, tax-levy and funded program teachers, educational assistants, parents and a facilitator from the CPU project. The RAP committee's responsibilities include:

---developing school policies for decision-making involvement and leadership roles;
---developing a school comprehensive plan for the coordination of all instructional and administrative services;

---disseminating planning information to the entire school staff; and
---establishing agreement among the school staff regarding the development and implementation of the school plan.

The CPU staff, serving as facilitators, are responsible for:

---attending all RAP committee planning sessions
---meeting on separate occassions with the district superintendent and school principal.
---meeting with committee chairperson to prepare for each committee meeting, and provide all necessary documents for each session;
---providing RAP committees with the necessary documents, information, and/or instruments needed to develop a comprehensive plan (e.g., reports, school and community data, needs assesment instrument, etc.);
---disseminating all committee information (e.g., minutes, results of committee tasks) to entire staff;
---demonstrating how to conduct activities necessary for developing a comprehensive plan (e.g., resource statement, etc.);
---documenting the planning process as it unfolds in each participating school, for the purpose of standardizing planning procedures for potential citywide use;
---conducting symposiums for committee members from all participating schools for the purpose of sharing planning progress information.

At the conclusion of the first of the three years, the schools will have developed a comprehensive plan which reflects the needs and resources of the individual school. During the next two years, with continuing technical assistance from project facilitators, each school will implement the developed plan. It will be monitored and refined, in order to maximize student achievement.

The second major activity of the project involves providing the New York City and State school systems with documents which address comprehensive planning efforts. A planning handbook presently used by RAP committees is undergoing continuous refinement. This refinement process is ongoing solely during the first planning year. In addition, Comprehensive Planning for Program Coordination: A State of the Art (1980) examines the state of the art of the coordination of all instructional services. This volume provides schools and school districts with examples of cohesive and consistent approaches to planning for the coordination of instructional programs.

The third major activity of the project staff is to develop a management information system for The Office of Funded Programs. This system will reflect the current allocation patterns of supplementary school resources. With this automated information, both latitudinal and longitudinal educational studies regarding future New York City educational policies may be developed.

Finally, in the second and third years of the project, an agenda for federal legislative changes to combat the many problems faced by school districts in complying with conflicting regulations and guidelines will be developed.

The concept of comprehensive planning to improve student achievement is in its infancy. As in the case with infants, comprehensive planning needs to be carefully observed as it grows, and nurtured in order to flourish.

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Helping Schools Work

Comprehensive Planning Models

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Appendices

Helping Schools Work
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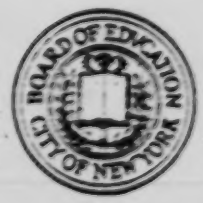
AIDA PRICE, Project Director
Planning Project for Comprehensive School Program Coordination



January 1981

HELPING SCHOOLS WORK:

COMPREHENSIVE PLANNING MODELS REPORT

APPENDICES

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

FOREWORD

Recognizing that district-wide and school-wide comprehensive planning to improving student achievement in an era of shrinking resources, The Office of Funded Programs of the New York City Board of Education requested that a study be conducted to examine the methods by which schools and districts provide students with a cohesive instructional plan.

As a result of this study, The Office of Funded Programs, under a Title IV-C grant, initiated the Comprehensive Planning Project. The Planning Project has reported more effective planning approaches for improving student achievement in educational programs, which are supported by multiple special funding sources as well as basic tax-levy dollars. This Working Paper is the result of the project's research year. It examines comprehensive planning models used by some New York City school districts and schools which are strongly committed to improve student achievement through a unified instructional program. Comprehensive planning approaches used by administrators and educators throughout the nation are also reported. The document is one of several recent reports being produced which will assist schools and districts to improve pupil achievement by more efficiently using their existing resources.

Appreciation for this Working Paper is expressed to Dr. Perry Davis, Director of The Office of Funded Programs, Mr. Marvin Barondes, Deputy Director of The Office of Funded Programs, Ms Aida Price, Project Director of the Comprehensive Planning Unit, Dr. Audrey Sieger and Mr. Felix Campagne Sanchez, Project Managers of the Project, and the staff of these offices. In addition, our appreciation is sincerely expressed to the Title IV-C Policy Advisory Committee for its invaluable assistance, and to the State Education Department for its constant support.

Chancellor

January 1981

ACKNOWLEDGEMENT

Case studies of 40 schools in New York City were conducted to identify the methods by which special programs are coordinated with classroom instruction. The effects of school level operations of multiple funded programs (e.g., scheduling staff assignments, monitoring of student progress) on the instructional services were examined. It is hoped that the study will be of assistance to schools in designing a comprehensive plan for all student services. We wish to thank the members of the New York City Board of Education, Office of Funded Programs, community school district personnel, and the staff of the forty schools who responded on very short notice to requests for extensive documents and interviews.

We wish to specifically thank staffs of the four school districts and three schools who gave of their time and efforts in order for this project to document in-depth their comprehensive planning endeavors. These school districts and schools include Districts 7, 10, 15 and 22, and P.S. 27K, P.S. 31X and one school which wishes to remain anonymous.

We are especially grateful to Dr. Perry Davis, Director of Funded Programs, for his encouragement, support and guidance on behalf of this project.

We wish to thank the members of the Title IV-C Policy Advisory Committee for their efforts on behalf of the project's philosophy and direction. Their critique and encouragement are greatly appreciated.

We wish to thank Steven Corbin and John Koster, doctoral interns from Hofstra, who assisted in the analysis of data for the forty case studies.

We wish to thank Irene Kaplan, who read, proofed and typed this report, and for her patience and cheerful manner in working with this staff during the most hectic and trying of times.

Aida Price, Project Director
Audrey Sieger, Project Manager
Felix Campagne, Project Manager

APPENDICES

Appendix A . . . . . Case Study Instruments

Appendix B . . . . . Tables 2 - 12
Results and Commentary

Appendix C . . . . . District #10

Appendix D . . . . . Special Primary
School #31

APPENDIX A

CASE STUDY INSTRUMENT

APPENDIX A

The Case Study Instrument

The procedures used in the development of the instrument included the following stages:

STAGE 1: DEVELOPING THE STATEMENTS

The blueprint of the case study instrument was developed from an examination of the Truesdell Instrument (1979), a questionnaire developed by Dr. Dale Kennedy (1980), the California State Department of Education Program Quality Review Instrument (1976), schools and school districts field visit reports (Planning Project for School Program Coordinators, 1980).

As a result of the development of school and district office concerns regarding program coordination, characteristics of comprehensive planning were identified (see Appendix A-1).It was then possible to develop statements which reflected the identified characteristics.

The initial sixty-four statements reflected the characteristics of comprehensive planning. They were categorized into four programmatic areas (instruction, administration, coordination and planning, and parental involvement). These were further divided into school-based and district office concerns (see Appendix A-2).

STAGE 2: SELECTING THE INSTRUMENT FORMAT

A likert-type scale was selected because of its reliability as a scaling device, for its ease of administration, and for its proven educational acceptability for research.

In addition to the sixty-four scale items, two additional questions were included in the CSI. These statements asked the respondents to rank the components of comprehensive planning in order to arrive at a common and mutually acceptable operational definition of comprehensive planning.

STAGE 3: VALIDATING THE INSTRUMENT

The CSI was submitted to a panel of seven judges for validation. These judges, the unit heads of the Office of Funded Programs, were selected as judges because of their direct experiences with district office and school personnel. They were asked to examine the instrument and evaluate: (1) if the statements related to comprehensive planning (i.e., face validity); and (2) if the statements reflected the characteristics of comprehensive planning and program coordination that were categorized in the blueprint (i.e., content validity).

All statements were proved to be valid in both face and content validity, as determined, by more than fifty percent of the judges. Furthermore, the instrument was universally endorsed by all of the judges for meeting its intended purposes.

STAGE 4: FINAL REVIEW OF THE PILOT INSTRUMENT

Before piloting, the instrument was presented to representatives of the Policy Advisory Council to further acquire the perceptions of professionals involved with various role groups within the New York City School System. As a result, a number of items were revised to more closely reflect the characteristics of comprehensive planning this instrument planned to measure. (See Appendix A-4 for the pilot case study instrument.)

STAGE 5: PILOTING

Two elementary schools and two intermediate/junior high schools, representing two New York City school districts, participated in the piloting of the CSI. The purpose of the piloting was to statistically select the statements (see Appendix A-4) that best reflected the characteristics of comprehensive planning and program coordination.

STAGE 6: THE FINAL CSI INSTRUMENT:

From the results of the pilot study, utilizing statistical procedures which maintained the integrity of the original instrument, the CSI was refined to include 33 statements which represented the characteristics of comprehensive planning. Weights were assigned to each of five possible responses to each statement, as follows:

Weight	Response
5	Almost always
4	Frequently
3	Uncertain
2	Infrequently
1	Almost never

In addition, two other questions were included in the CSI. The first asked the respondents to select one of four statements as most representative of their definition of comprehensive planning. The second item asked the respondents to rank in order of importance, six comprehensive planning tasks. (See Appendix A-5 for the final case study instrument.)

STAGE 7: RELIABILITY

The reliability of the instrument was statistically determined to be .95 (split-half reliability using method of summated ratings - Spearman-Brown formula). This conforms to reliability co-efficients typically reported for scales on this type of instrument.

STAGE 8: ADMINISTRATION OF CSI

In June, the refined CSI -as administered in 40 schools (25 elementary, 15 intermediate/junior high schools). The schools chosen were randomly selected from a list of clustered schools containing several funded programs.

APPENDIX A -1
PILOT INSTRUMENT
CATEGORIES AND CHARACTERISTICS INFLUENCING COMPREHENSIVE PLANNING MODELS

	INSTRUCTION	ADMINISTRATION	COORDINATION AND PLANNING	PARENTAL INVOLVEMENT
School Based Concerns 50%	1) student needs are met 2) agreed upon goals and objectives 3) lesson plans 4) student achievement	1) common goals and objectives 2) programming & scheduling 3) staff needs 4) duplication of service 5) staff input 6) evaluation	1) based upon goals and objectives 2) staff development 3) coordination activities a) instruction b) administration 4) curriculum development 5) student eligibility for funded programs	1) instructional participation 2) role in categorical funding 3) student achievement 4) parents association 5) community link
District Concerns 50%	1) accountability 2) district-wide curricula 3) district staff development 4) skills development 5) resource assessment	1) goals and objectives 2) interaction 3) available resources 4) evaluation	1) regulations 2) student eligibility 3) organizational structure 4) basic skills 5) bilingual education 6) comprehensive planning	1) people participation 2) parent advisory councils 3) comprehensive planning 4) parochial school parents council 5) community

APPENDIX A-2

COMPREHENSIVE PLANNING BLUEPRINT

	INSTRUCTIONAL	ADMINISTRATIVE	COORDINATION AND PLANNING	PARENTS
SCHOOL BASED	1, 2, 9, 17, 25 33, 41, 49, 57	3, 11, 19, 27, 35 43, 48, 51, 59	5, 13, 21, 29 37, 45, 53, 61	7, 15, 23, 31 39, 47, 55, 63
DISTRICT BASED	10, 18, 26, 34 42, 50, 58	4, 12, 20, 28 36, 44, 52, 60	6, 14, 22, 30 38, 46, 54, 62	8, 16, 24, 32 40, 48, 56, 64

A. The blueprint includes 64 items.

B. Each cell contains 8 items representing 12½% of the blueprint.

C. The blueprint is divided horizontally into school based and district based components. Vertically into four elements in which school and district operations have been identified. The interaction of the horizontal and vertical levels lead to the creation of the items.

APPENDIX A-3

FINAL INSTRUMENT

COMPREHENSIVE PLANNING BLUEPRINT

	INSTRUCTIONAL	ADMINISTRATIVE	COORDINATION & PLANNING	PARENTS
SCHOOL BASED	1, 6, 17, 22, 30	2, 13, 24, 29, 33	4, 8, 19, 26	10, 11, 16, 28
DISTRICT BASED	7, 18, 23, 31	3, 14, 25	9, 15, 20, 27	5, 12, 21, 32

A. The blueprint calls for 33 items.

B. Each cell contains approximately 4 items representing 12½% of the blueprint.

C. The blueprint is divided horizontally into school-based and district-based components. Vertically into 4 elements in which school and district operations have been identified. The interaction of the horizontal and vertical levels lead to the refinement of these items.

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AIDA PRICE
PROJECT DIRECTOR

AUDREY SIEGER
PROJECT MANAGER

APPENDIX A-4

COMPREHENSIVE PLANNING PROJECT

PILOT CASE STUDY INSTRUMENT

Dear Respondent,

You have been selected to participate in a study of program services in your district. This survey is part of a project being conducted by the Office of Funded Programs, and has received the support of your district.

You are being asked to respond to this form, so that we can refine the instrument for late use on a larger scale. Therefore, your frank and open opinions concerning the statements presented are being sought.

This study is not evaluative. No attempt whatsoever will be made to disclose the identity of any person or school district. This information is being collected merely for a study treatment, and confidentiality is guaranteed.

After completing the form, please seal the instrument in the envelop provided and return as soon as possible to your district office.

Your thoughtful acceptance of this professional cooperation is greatly appreciated.

AP:ms
Attachments

SCHOOL LEVEL

Check one:
- [ ] District Office
- [ ] Intermediate
- [ ] Junior High School
- [ ] Elementary School

Respondent: Please indicate your job title (teacher, para-professional, parent, etc.)

APP-7

_____

Date completed: _____

DIRECTIONS: Please respond to the following statements in terms of your opinions. Please indicate the degree to which you feel these conditions exist, or do not exist, by placing a check in the appropriate category.

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
1. Instructional services are adjusted to meet the needs of the students.					
2. Comprehensive Planning provides for instructional accountability with respect to teacher and pupil performance.					
3. The administration and staff work together to achieve school goals and objectives.					
4. There are written district-wide goals and objectives.					
5. Instructional services, related to school goals and objectives, are developed based upon on-going planning.					
6. Federal and state regulations hinder program coordination.					
7. Parents/community groups participate in instructional programs.					
8. The parent/community groups are participants in on-going planning.					
9. "Pull-out" procedures are characteristic of funded programs.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
10. There is a district-wide curriculum in reading and writing in use at the school level.					
11. Teachers do have input into administrative decisions.					
12. The educational benefits of funded programs outweigh any administrative/clerical responsibilities.					
13. In decision making, clearly defined procedures exist for modifying programs.					
14. Eligible students participate in more than one funded program.					
15. Parents understand the role of federal and state funding to supplement regular classroom instruction.					
16. Comprehensive Planning reflects the educational concerns of the community.					
17. Paraprofessionals deliver funded program instructional services.					
18. There is a district-wide curriculum in mathematics in use at the school level.					
19. There is continuous evaluation of tax-levy and funded programs.					
20. The district office provides assistance in the implementation of funded programs.					
21. There is instructional coordination among teachers.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
22. Comprehensive Planning is a means of improving student achievement.					
23. Parents understand the role of parent advisory committees.					
24. Parent advisory committees represent the total population of the district.					
25. Teachers prepare lesson plans for all instruction.					
26. The district office provides leadership in the implementation of school based programs.					
27. Schools have available copies of funded program proposals.					
28. Resources (materials, texts, etc.) are adequate and appropriate to the support of funded programs.					
29. There are joint staff development meetings for tax-levy and funded program teachers.					
30. The district office has a written comprehensive plan coordinating/integrating instructional and administrative services.					
31. Parents receive regular pupil progress reports in addition to report cards.					
32. The school board plays an important role in comprehensive planning.					
33. School-wide student assessment is current with student growth.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
34. The district office provides for inter-school staff development.					
35. Programming and scheduling reflect student needs.					
36. Special funding meets the district's needs.					
37. Coordination between instructional and administrative services exists among tax-levy and funded program teachers.					
38. There is no district organizational chart.					
39. Parents are satisfied with their children's school experiences.					
40. Parents promote cooperation between schools and community groups.					
41. Student assessment evolves from carefully defined criteria.					
42. The district office supports improved teaching and learning through comprehensive planning.					
43. Staffing needs are adequate to implement tax-levy and funded program activities.					
44. The district office keeps adequate records on resources, materials and services available.					
45. School based personnel are involved in planning the instructional services provided by funded programs.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
46. There is district-wide planning for basic skills.					
47. The role of parent associations is important in school based planning, implementation and evaluation.					
48. Comprehensive planning provides for supervisory and administrative accountability.					
49. Daily instructional activities are the result of agreed upon goals and objectives.					
50. District based comprehensive planning encourages teaching and learning through skills assessment and the sharing of resources and information.					
51. Staffing needs for funded programs differ from staffing needs for tax-levy programs.					
52. The district shows strong commitment to the success of comprehensive planning efforts.					
53. Teacher training precedes teaching in a funded program.					
54. There is district-wide planning for bilingual education.					
55. School administrators actively seek parent advice and support.					
56. Comprehensive planning reflects coordination between the community groups, the school board, and the superintendent.					
57. Funded programs have a positive effect on student achievement.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
58. The district ensures that school administrators and teachers are aware of instructional programs that precede and follow the current year.					
59. Duplication of funded program services to students improves student achievement.					
60. The district office serves as a link to the community.					
61. Student eligibility for funded programs is determined by teacher recommendation, norm referenced testing or family income.					
62. The district office provides the mechanism for continuous communication between the central board and all schools.					
63. Parents/community groups serve as a link to school needs by identifying community resources.					
64. Parochial school parent advisory groups are included in the development of comprehensive plans.					

Which of the following components do you think should be included in the development of Comprehensive Planning models?

Please rank from 1 to 6, with 1 being the least important and 6 being the most important component of a Comprehensive Plan.

_____ Needs Assessment

_____ General Goals and Measurable Objectives

_____ Evaluation Procedures

_____ Diagnosis/Prescription of Student Strengths and Weaknesses

_____ Coordination of Tax-Levy and Federal, State Funding

_____ Budget

COMPREHENSIVE PLANNING

Please place a check next to the statement that, in your opinion, best defines Comprehensive Planning.

Comprehensive Planning is:

_____ a) the integration of all school activities designed to promote learning for students;

_____ b) the coordination of instruction through program design, implementation and school programming;

_____ c) the most effective allocation of resources among funded programs, and with tax-levy programs to maximize the impact of all instructional services available;

_____ b) the coordination and integration of all instructional and administrative services to improve student achievement.

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AIDA PRICE
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AUDREY SIEGER
PROJECT MANAGER

APPENDIX A-5

COMPREHENSIVE PLANNING PROJECT

CASE STUDY INSTRUMENT

Dear Respondent,

You have been selected to participate in a study of program services in your school. This survey is part of a project being conducted by the Office of Funded Programs, and has received the support of your school district.

You are being asked to respond to this form. Forty New York City public schools are participating in this study. Therefore, your frank and open opinions concerning the statements presented are being sought.

This study is not evaluative. No attempt whatsoever will be made to disclose the identity of any person or school. This information is being collected merely for a study, and confidentiality is guaranteed.

After completing the form, please seal the instrument in the envelope provided and return as soon as possible to your school principal.

Your thoughtful acceptance of this professional cooperation is greatly appreciated.

AP/amp
Attachments

SCHOOL LEVEL

Check one: ☐ District Office
☐ Intermediate
☐ Junior High School
☐ Elementary School

Respondent: Please indicate your job title (teacher, para-professional, parent, etc.)

_____

Date completed: _____

DIRECTIONS: Please respond to the following statements in terms of your opinions. Please indicate the degree to which you feel these conditions exist, or do not exist, by placing a check in the appropriate category.

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFRE-QUENTLY	ALMOST NEVER
1. Instructional services are adjusted to meet the needs of the students.					
2. The administration and staff work together to achieve school goals and objectives.					
3. There are written district-wide goals and objectives.					
4. Instructional services, related to school goals and objectives, are developed based upon on-going planning.					
5. The parent/community groups are participants in on-going planning.					
6. "Pull-out" procedures are characteristic of funded programs.					
7. There is a district-wide curriculum in reading and writing in use at the school level.					
8. In decision making, clearly defined procedures exist for modifying programs.					
9. Eligible students participate in more than one funded program.					
10. Parents understand the role of federal and state funding to supplement regular classroom instruction.					

	ALMOST ALWAYS	FREQUENTLY	UNCERTAIN	INFREQUENTLY	ALMOST NEVER
11. Parents understand the role of parent advisory committees.					
12. Parent advisory committees represent the total population of the district.					
13. Schools have available copies of funded program proposals.					
14. Resources (materials, texts, etc.) are adequate and appropriate to the support of funded programs.					
15. The district office has a written comprehensive plan coordinating/integrating instructional and administrative services.					
16. Parents receive regular pupil progress reports in addition to report cards.					
17. School-wide student assessment is current with student growth.					
18. The District office provides for interschool staff development.					
19. Coordination between instructional and administrative services exists among tax-levy and funded program teachers.					
20. There is no district organizational chart.					
21. Parents promote cooperation between schools and community groups.					
22. Student assessment evolves from carefully defined criteria.					

	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	INFRE-QUENTLY	ALMOST NEVER
23. The district office supports improved teaching and learning through comprehensive planning.					
24. Staffing needs are adequate to implement tax-levy and funded program activities.					
25. The district office keeps adequate records on resources, materials and services available.					
26. School based personnel are included in planning the instructional services provided by funded programs.					
27. There is district-wide planning for basic skills.					
28. The role of parent associations is important in school based planning, implementation and evaluation.					
29. Comprehensive planning provides for supervisory and administrative accountability.					
30. Daily instructional activities are the result of agreed upon goals and objectives.					
31. District based comprehensive planning encourages teaching and learning through skills assessment and the sharing of resources and information.					
32. Comprehensive planning reflects coordination between the community groups, the school board, and the superintendent.					
33. Duplication of funded program services to students improves student achievement.					

COMPREHENSIVE PLANNING

Please place a check next to the statement that, in your opinion, best defines Comprehensive Planning.

Comprehensive Planning is:

_____ a) the integration of all school activities designed to promote learning for students;

_____ b) the coordination of instruction through program design, implementation and school programming;

_____ c) the most effective allocation of resources among funded programs, and with tax-levy programs to maximize the impact of all instructional services available;

_____ d) the coordination and integration of all instructional and administrative services to improve student achievement.

Which of the following components do you think should be included in the development of Comprehensive Planning models?

Please rank from 1 to 6, with 1 being the least important and 6 being the most important component of a Comprehensive Plan.

_____ Needs Assessment

_____ General Goals and Measurable Objectives

_____ Evaluation Procedures

_____ Diagnosis/Prescription of Student Strengths and Weaknesses

_____ Coordination of Tax-Levy and Federal, State Funding

_____ Budget

APPENDIX B

TABLES 2 - 12, RESULTS AND COMMENTARY

TABLE 2

FREQUENCY DISTRIBUTION AND PERCENTAGES
OF RESPONSES TO CSI ITEMS BY TOTAL GROUP

	ALMOST ALWAYS 5		FREQUENTLY 4		UNCERTAIN 3		INFREQUENTLY 2		ALMOST NEVER 1	
ITEMS	f(x)	%	f(x)	%	f(x)	%	f(x)	%	f(x)	%
1	236	47	200	40	34	7	35	6	2	-0-
2	220	44	194	38	32	6	48	10	11	2
3	279	56	117	23	88	18	10	2	7	1
4	194	39	179	36	85	17	34	7	8	2
5	74	15	160	32	127	25	87	17	57	11
6	227	45	159	32	66	13	24	5	25	5
7	201	40	124	25	117	23	25	5	33	7
8	122	24	150	30	152	30	45	9	30	6
9	122	24	189	38	73	14	62	12	57	11
10	56	11	113	22	172	34	90	18	72	14
11	59	12	109	21	188	37	82	16	68	13
12	68	14	83	17	199	40	68	14	83	17
13	253	50	104	21	119	24	11	2	14	3
14	174	35	191	38	64	13	52	10	21	4
15	171	34	101	20	206	41	17	3	10	2
16	120	24	161	32	62	12	111	22	52	10
17	132	27	178	36	121	24	51	10	15	3
18	141	28	154	30	92	18	68	13	51	10
19	144	29	165	33	111	22	59	12	20	4
20	32	16	22	4	324	68	21	5	78	7
21	70	14	172	34	122	24	85	17	56	11
22	185	37	190	38	77	15	29	6	16	3
23	188	37	162	32	99	20	37	7	16	3
24	107	21	157	31	92	18	92	18	52	10
25	151	30	124	25	196	39	21	4	9	2
26	127	25	164	33	103	21	68	14	39	8
27	149	30	165	33	144	29	23	5	19	4
28	138	28	142	28	90	18	76	15	55	11
29	139	28	139	28	148	30	45	9	30	6
30	181	36	203	40	66	13	35	7	16	3
31	138	28	181	36	118	24	36	7	26	5
32	109	22	131	26	169	34	55	11	35	7
33	101	20	129	26	168	34	54	11	40	8

Table 2 represents the number of responses, represented in frequency distribution and percentages for each of the 33 items. It is apparent that most respondents positively acknowledged the existence of comprehensive planning in their schools and/or district offices.

TABLE 3

CASE STUDY INSTRUMENT RESPONSES GROUPED ACCORDING TO POSITIVE, UNCERTAIN AND NEGATIVE PERCEPTIONS

Case Study Instrument	Rating of 5,4 + Perception	Rating of 3 Uncertain	Rating of 2,1 - Perception
1	86.7 %	6.8 %	6.6 %
2	82.0	6.3	11.7
3	79.1	17.6	3.4
4	74.6	17.0	8.4
5	46.4	25.1	28.5
6	76.9	13.3	9.8
7	65.0	23.4	11.6
8	54.5	30.5	15.0
9	61.9	23.6	14.5
10	23.6	34.2	32.2
11	33.2	37.2	29.6
12	30.2	39.7	30.2
13	71.3	23.4	5.0
14	72.7	12.7	14.6
15	53.9	40.8	5.4
16	55.5	12.3	32.7
17	62.4	24.3	13.3
18	58.3	18.2	23.5
19	62.0	22.2	15.8
20	20.8	67.9	11.3
21	38.0	24.2	27.9
22	75.4	15.6	9.0
23	69.8	19.7	10.6
24	52.8	18.4	28.8
25	54.9	39.1	6.0
26	58.0	20.6	21.4
27	62.8	28.8	8.4
28	55.8	18.0	26.2
29	55.4	29.5	15.0
30	76.6	13.2	10.2
31	64.0	23.6	12.4
32	48.1	33.9	18.0
33	46.7	34.1	19.1
OVERALL	59.0	24.1	16.7

An examination of Table 3 indicated that although the means of various role groups leaned towards a positive perception of the existence of school based comprehensive planning, the various standard deviations pointed to a disparity of opinion within the role groups. This was supported by the fact that 59% of the respondents selected either "frequently" (4), or "almost always" (5) as their item choices while 41% chose "almost never" (1), "infrequently" (2), or "uncertain" (3). Within these groups statements 1, 2 and 3 which reflect district-school goals and objectives, were perceived by the respondents to be almost universally occurring. Overall, 25 of the 33 CSI statements, that is 75.8 percent, were perceived positively.

TABLE 4

FREQUENCY DISTRIBUTION AND PERCENTAGES OF RESPONDENT TO CSI ITEMS FOR SCHOOL BASED RESPONDENTS (N = 484)

	ALMOST ALWAYS 5		FREQUENTLY 4		UNCERTAIN 3		INFREQUENTLY 2		ALMOST NEVER 1	
ITEMS	f(x)	%	f(x)	%	f(x)	%	f(x)	%	f(x)	%
1	226	48	187	39	32	7	29	6	0	0
2	211	45	180	38	32	7	44	9	0	0
3	260	56	111	24	86	18	9	1	0	0
4	183	39	173	36	82	17	32	7	7	1
5	63	15	152	36	122	29	83	20	0	0
6	223	47	143	30	63	13	21	4	24	5
7	190	40	115	24	115	24	23	5	33	7
8	108	23	141	30	150	32	43	12	28	12
9	121	25	172	36	72	15	55	11	56	12
10	49	12	102	25	167	42	84	21	0	0
11	52	11	98	24	182	44	80	19	0	0
12	62	13	73	15	194	41	64	13	82	17
13	234	50	99	21	117	25	0	0	13	3
14	159	40	186	46	57	14	0	0	0	0
15	154	33	97	21	202	43	15	3	0	0
16	122	23	153	32	88	12	107	22	50	10
17	124	26	164	35	118	25	50	11	14	3
18	125	32	145	37	0	0	67	17	50	13
19	132	36	152	42	0	0	58	16	19	5
20	30	7	0	0	321	75	19	4	59	14
21	66	14	162	34	113	24	81	17	55	12
22	172	36	180	39	76	16	28	6	15	3
23	175	36	155	33	96	21	35	8	0	0
24	101	21	149	32	88	19	87	18	48	10
25	137	49	113	40	0	0	20	7	8	3
26	116	38	150	50	0	0	0	0	38	13
27	137	29	154	33	142	30	22	5	18	4
28	128	27	137	28	87	18	75	16	54	11
29	125	26	136	29	141	30	42	9	28	6
30	173	36	190	41	63	14	32	7	0	0
31	126	26	170	39	116	27	0	0	24	6
32	96	20	123	26	166	33	54	11	33	7
33	100	21	128	28	156	34	44	9	37	8

Table 4 represents the number of responses, represented in frequency distributions and percentages for the school based staff. It is apparent that most school staff positively acknowledge the existance of comprehensive planning in the schools and district office.

TABLE 5

FREQUENCY DISTRIBUTIONS AND PERCEPTIONS OF RESPONSES TO CSI ITEMS FOR DISTRICT OFFICE RESPONDENTS (N = 27)

	ALMOST ALWAYS 5		FREQUENTLY 4		UNCERTAIN 3		INFREQUENTLY 2		ALMOST NEVER 1	
ITEMS	f(x)	%	f(x)	%	f(x)	%	f(x)	%	f(x)	%
1	10	37	13	48	2	7	2	7	1	4
2	15	56	12	44	0	0	0	0	0	0
3	19	70	6	22	0	0	2	7	0	0
4	11	48	6	26	3	13	2	9	1	4
5	11	41	8	30	4	15	4	15	0	0
6	4	15	16	70	3	11	3	11	1	4
7	11	46	9	38	2	7	2	7	0	0
8	14	50	9	33	0	0	2	7	2	7
9	1	4	17	63	1	4	7	26	1	4
10	7	26	11	41	3	11	6	22	0	0
11	7	27	11	42	6	23	2	8	0	0
12	6	23	10	38	5	19	4	15	1	4
13	19	70	5	18	2	7	0	0	1	4
14	15	56	5	18	7	26	0	0	0	0
15	17	63	4	12	4	15	2	7	0	0
16	8	32	7	28	4	16	4	16	2	8
17	8	30	14	50	3	11	1	4	1	4
18	16	59	9	33	0	0	1	4	1	4
19	12	44	13	48	0	0	1	4	1	4
20	2	8	0	0	3	11	2	8	19	73
21	4	15	10	37	8	30	4	15	1	4
22	13	50	10	38	1	4	1	4	1	4
23	13	52	7	28	3	12	2	8	0	0
24	6	22	8	30	1	15	5	18	4	15
25	14	52	11	41	0	0	1	4	1	4
26	11	42	14	54	0	0	0	0	1	4
27	12	44	11	41	2	7	1	4	1	4
28	10	38	11	42	3	12	1	4	1	4
29	14	52	2	7	7	26	3	11	1	4
30	8	30	13	48	3	11	3	11	0	0
31	12	44	11	41	2	7	0	0	2	7
32	13	48	8	30	3	11	1	4	2	7
33	1	4	1	4	12	44	10	37	3	11

Table 5 represents the number of responses, represented in frequency distributions and percentages for the district office staff. It is apparent that most district office staff positively acknowledged the existence of comprehensive planning in the schools and in the district office level.

TABLE 6

MEANS AND STANDARD DEVIATIONS OF RATINGS FOR THE DIFFERENT ROLE GROUPS

Role Group	Mean	Standard of Deviation
Teachers (N = 283)	3.46	1.17
D. OL Administrators (N = 27)	3.81	1.19
Principals (N = 25)	3.05	.93
Assistant Principals (N = 28)	3.73	1.13
Parents (N = 21)	3.95	1.04
Paraprofessionals (N = 79)	3.61	1.16
Other School Staff (N = 48)	3.42	1.48
Role Group Combined (N = 511)	3.54	.17[a]
		a = standard deviation of the mean

Table 6 summarized the means and standard deviations of the ratings for the role groups sampled on the CSI. The standard deviation of means indicated similarity or responses between the role groups.

The standard deviation between the role groups was relatively small which indicates that there was little disagreement in their perceptions regarding the occurrence of comprehensive planning. However, within each role group there appeared to be a relatively wide range of difference in the individuals' perceptions of the degree of occurrence of comprehensive planning within their respective schools and districts. This perception on the existence and/or occurrence of comprehensive planning did not seem to be related to the various role groups.

TABLE 7

AVERAGE RESPONSES TO ITEMS FOR EACH ROLE GROUP

ITEMS	District Office Administrators	Principals	Assistant Principals	Teachers	Paraprofessionals	Parents	Anonymous School Respondents
1	4.1	4.6	4.4	4.1	4.4	4.3	4.3
2	4.0	4.6	4.4	4.0	4.2	4.4	4.3
3	4.5.	4.6	4.6	4.1	4.3	4.1	4.4
4	4.0	4.5	3.8	3.9	4.1	4.3	4.1
5	3.7	3.8	3.8	3.0	3.2	3.7	3.4
6	3.4	4.2	4.0	4.0	4.0	4.0	4.0
7	3.7	3.8	3.6	3.8	4.0	4.0	3.8
8	3.8	3.9	3.8	3.4	3.8	3.8	3.7
9	3.0	3.3	2.8	3.5	4.0	3.9	3.4
10	3.5	3.6	3.6	2.8	2.8	3.3	3.2
11	3.6	3.7	3.6	2.8	2.8	3.9	3.2
12	3.6	3.6	3.2	2.7	2.8	4.0	3.2
13	4.4	4.7	4.4	3.9	4.0	4.2	4.2
14	4.0	4.4	3.6	3.8	4.0	3.7	4.0
15	4.1	4.3	3.9	3.7	3.8	3.8	3.9
16	3.3	3.8	3.8	3.2	3.3	4.0	3.6
17	4.0	4.2	4.0	3.5	3.6	4.1	3.8
18	4.4	3.8	3.4	3.4	3.6	3.8	3.6
19	4.0	4.0	3.7	3.5	3.8	3.6	3.8
20	4.0	3.2	2.7	3.0	3.0	2.9	3.0
21	3.2	3.8	3.6	3.0	3.2	3.8	3.4
22	4.1	4.4	4.1	3.9	3.8	4.1	4.0
23	4.2	4.3	4.2	3.8	3.9	4.3	4.0
24	3.1	3.0	3.0	3.3	3.6	3.5	3.2
25	4.3	3.6	3.6	3.6	4.0	4.0	3.8
26	4.1	3.5	3.5	3.2	3.9	4.0	3.9
27	4.1	4.0	4.0	3.6	3.8	4.1	3.9
28	3.9	3.6	3.6	3.0	3.9	4.7	3.6
29	4.0	4.1	4.1	3.3	3.7	4.2	3.8
30	3.3	4.1	4.1	3.8	4.2	4.3	4.1
31	4.0	4.0	4.0	3.4	4.0	4.0	3.9
32	3.9	3.4	3.4	3.1	3.7	4.0	3.5
33	2.5	2.6	2.6	3.2	3.7	3.8	3.2

Table 7 further corroborated the results shown in Table 6. That is, there was very little difference in the perception of the different role groups regarding the occurrence of comprehensive planning. We can conclude that perceptions of the occurrence of comprehensive planning were related to the various role groups.

TABLE 8

AVERAGE RESPONSES GROUPED ACCORDING TO CLUSTERS OF CSI ITEMS

Clusters	District Office Staff	School Based Staff
Instructional		
- School Based	3.8	4.0
- District Office Based	4.0	3.8
Administrative		
- School Based	3.6	3.7
- District Office Based	4.3	4.1
Coordination Planning		
- School Based	4.0	3.8
- District Office Based	3.8	3.6
Parent Involvement		
- School Based	3.6	3.4
- District Office Based	3.6	3.4

This table indicates that there are few differences in the average responses between the district office and school staff.

TABLE 9

CSI ITEMS GROUPED ACCORDING TO THE ELEMENTS OF PROGRAM COORDINATION

Elements of Program Coordination*	CSI Items
1. Uniform goals and objectives for all instructional services to ensure the consistency of instructional methods and materials	2, 3, 4, 7 14, 30
2. Uniform guidelines and requirements for all teaching staff, with respect to instructional responsibilities.	5, 19, 23, 24
3. Flexibility in school scheduling to allow for alternatives to the consistent methods used for providing supplemental services (i.e., pull-out programs).	6, 9
4. Formalized articulation between funded and tax-levy teachers and educational assistants.	1, 26, 31
5. Joint staff development training sessions between funded and tax-levy teachers and educational assistants	18
6. Establishment and maintenance of diagnostic/prescriptive and pupil progress records by both the funded and tax-levy teachers.	16, 17, 22

The relationship between the CSI items and the 6 characteristics and/or elements or program coordination are presented in Table 9.

Not all the CSI items relied directly to these six elements of program coordination. Excluded items addressed characteristics of the comprehensive planning process.

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* The 6 elements of program coordination were identified by the 32 New York City community school districts. See Comprehensive Planning for Program Coordination: A State of the Art, (1980).

TABLE 10

MEANS AND STANDARD DEVIATION OF SCHOOL AND DISTRICT OFFICE RESPONSES TO CSI ITEMS AS RELATED TO SIX ELEMENTS OF PROGRAM COORDINATION

Elements of Program Coordination	School Based (N=184) Respondents		D.O. Based (N=27) Respondent	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Uniform goals and objectives for all instructional services to ensure the consistency of instructional methods and materials.	4.1	1.1	3.9	1.2
2. Uniform guidelines and equirements for all teaching staff, with respect to instructional responsibilities.	3.6	1.2	3.8	1.3
3. Flexibility in school scheduling to allow for alternatives to the consistent methods used for providing supplemental services (i.e., pull-out programs).	3.7	1.3	3.2	1.4
4. Formalized articulation between funded tax-levy teachers and educational assistants.	4.0	1.1	4.1	1.2
5. Joint staff development training sessions between funded and tax-levy teachers and educational assistants.	3.6	1.3	4.5	1.1
6. Establishment and maintenance of diagnostic/prescriptive and pupil progress records by both the funded and tax-levy teachers.	3.8	1.2	3.8	1.2

In most instances, there is little difference between the perceptions of school based staff and district office staff in relationship to the elements and/or characteristics of program coordination as indicated by the means in Table 10. However, average response to element #3,

which is concerned with "flexibility of school scheduling to allow for alternatives to the consistent methods used for providing supplemental services....i.e., pull-out programs," indicated a significant difference between the views of the school based respondents from those of the district office respondents.

In general, the school based staff were "uncertain" as to the existence of scheduling flexibility in their schools. District office respondents reported that scheduling flexibility occurred much more than reported by school based personnel. From this, it is possible that the communication between the district office and the schools, as related to flexible scheduling for providing supplemental services, is unclear.

In addition, average response to element #5, "joint staff development training sessions between funded and tax-levy teachers and educational assistants," indicated a significant difference between the perceptions of school based respondents and district office respondents. School based staff indicated that joint staff development training sessions were occurring at their schools. The corresponding district office staff were much less certain of the occurrence, or existence, of joint staff development training sessions. Again, this points up the degree to which a lack of information - or communication - exists between school staff and the corresponding district office staff.

Two additional questions were asked of the district office and school based staff. The first of these asked the respondents to select a definition for comprehensive planning.

TABLE 11

FREQUENCY DISTRIBUTION AND PERCENTAGE FOR DEFINITIONS OF COMPREHENSIVE PLANNING

Definition	F (x)	%
a) the integration of all school activities designed to promote learning for students;	51	10
b) the coordination of instruction through program design, implementation and school programming;	47	10
c) the most effective allocation of resources among funded programs, and with tax-levy programs to maximize the impact of all instructional services available;	101	21
d) the coordination and integration of all instructional and administrative services to improve student achievement.	285	59

Table 11 represents the frequency distribution of responses to the case study instrument, when the respondents were asked to select such a definition of comprehensive planning. Over 59% of the respondents indicated that choice "d," the coordination and integration of all instructional and administrative services to improve student achievement, most closely reflected their understanding of and what comprehensive planning was.

The last question asked the respondents to rank from 1 (least important) to 6 (most important) the components vital to the development of comprehensive planning models. These components included the following:

Needs Assessment
General Goals and Measurable Objectives
Evaluation Procedures
Diagnosis/Prescription of Student Strengths and Weaknesses
Coordination of Tax-levy and Federal, State Funding
Budget

The analysis of this ranking is described for the different role groups on Table 12. The different role groups have been listed along the left hand margin (rows) of this table. The components of comprehensive planning have been listed across the vertical columns of this table. A summary of the overall means, the corresponding standard deviations as well as the mean rankings of the components are found at the base of the table.

In order to read this table with ease, the following example is offered. Let us examine the way in which "teachers" responded to this specific question. First, you will note that within each box or cell there are 4 sets of numbers as well as a second box or cell, which contains one number. The number found in the smaller cell refers to the number of persons who responded, in this instance, 269 teachers. The other 4 numbers in the layer cell are to be read from top to bottom as follows: 1) the mean rating; 2) standard deviation of the mean rating; 3) ranking by the role group of the components of comprehensive planning; and 4) ranking by the components of comprehensive planning for role groups. Reading across the columns, we note that the teachers mean rating for Needs Assessment is 3.95; for Goals and Objectives is 3.56; Evaluation is 3.16; for Diagnosis/Prescription of Students' Strengths and Weaknesses is 4.38; for Coordination of Tax-Levy and Funded Programs is 3.03; and finally, for Budget is 3.20. The corresponding standard deviations of these mean ratings are found on the line directly below these above-mentioned means. The next line indicates how "teachers" ranked the components of comprehensive planning.

For example, reading left to right on that line across the page, "teachers" ranked from most important to least important the following components:

Diagnosis/Prescription of Student Strengths
Needs Assessment
Goals and Objectives
Budget
Evaluation
Coordination of Tax-Levy and Funded Programs

TABLE 12

MEAN RATINGS, STANDARD DEVIATIONS, RANKINGS BY ROLE GROUPS AND RANKINGS BY COMPONENTS OF COMPREHENSIVE PLANNING

MEAN RATING S.D. of MEAN RATING RANK BY ROLE GROUP RANK BY COMPONENT	COMPONENTS OF COMPREHENSIVE PLANNING												SUMMARY BY ROLE GROUP
	NEEDS ASSESSMENT		GOALS AND OBJECTIVES		EVALUATION		DIAGN/PRESC OF STUDENT		COORDIN. OF TAX-LEVY & FUNDED PROG		BUDGET		
TEACHER	269	3.95 1.67 5 2	269	3.56 1.53 4 3	269	3.16 1.64 2 6	269	4.38 1.37 6 4	269	3.03 1.66 1 2	269	3.20 1.95 3 1	3.55 1.64
D.O. ADMINISTRATOR	23	4.00 1.97 6 3	23	3.90 1.48 1 5	23	3.00 1.51 2 3	23	3.57 1.58 4 1	23	3.62 1.53 3 5	23	3.43 1.94 5 3	3.59 1.67
PRINCIPAL	24	4.21 1.93 6 4	24	3.38 1.75 2 2	24	3.13 1.62 1 5	24	4.04 1.45 5 3	24	3.58 1.76 3 4	24	3.83 1.71 4 6	3.70 1.66
ASSISTANT PRINCIPAL	25	4.40 1.52 6 6	25	3.96 1.40 5 6	25	2.88 1.43 2 2	25	3.60 1.57 4 2	25	2.72 1.75 1 1	25	3.44 1.90 3 4	3.50 1.60
PARENT	20	4.24 1.55 5 5	20	3.05 1.24 2 1	20	2.40 1.15 1 1	20	4.45 1.43 6 6	20	3.55 1.77 4 3	20	3.24 2.07 3 2	3.49 1.54
PARAPROFESSIONAL	72	3.67 1.71 4 1	72	3.64 1.49 3 4	73	3.08 1.65 1 4	75	4.40 1.52 6 5	73	3.74 1.53 5 6	73	3.53 1.99 2 5	3.68 1.66
OVERALL SUMMARY MEAN RATING S.D. MEAN RANK	433	3.97 .22 5	433	3.58 .17 4	434	3.08 .20 1	436	4.28 .24 6	434	3.21 .35 2	434	3.33 .22 3	3.5 .2

The last line in each cell is to be read up and down within each column, since this number is the comparative (relative) ranking of one of the components of comprehensive planning among the various role groups. In this instance, looking at Needs Assessment, we note that the various role groups relative to one another are as follows:

Assistant Principals
Parents
Principals
District Office Staff
Teachers
Paraprofessionals

An examination of the data presented indicates a large within group variance. Simply stated, there is considerable disagreement within the various role groups relative to the ranking of each of the components of comprehensive planning.

A summary of the component rank ordering is presented at the bottom of the table (see Table 12). Since the difference between the various role groups is small, the data does not indicate significant differences in the way the groups ranked each of the components of comprehensive planning. In general, the most important ranked component of comprehensive planning is "Diagnosis/ Prescription of Student Weaknesses and Strengths," followed by "Needs Assessment," "Goals and Objectives," "Budget," "Coordination of Tax-Levy and Funded Programs" and finally, "Evaluation".

This table clearly indicates the relative differences between the rankings of the district office staff and those of school based staff, in relationship to budgetary matters, direct instructional services to students and goals and objectives.

Further, an analysis of the ranked data by intercorrelating the relative rankings of the components of comprehensive planning was conducted using Kendall's tau. Only one intercorrelation, role group with the coordination of Tax-Levy and Funded Programs, was found to be significant at the .003 level.

In addition, all of the thirty-three Case Study Instrument items were subjected to a statistical analysis to determine the factors related to comprehensive planning. (Factor analysis with orthogonal and oblique rotation, Varimax, Direct Quartimin rotations were selected.) Two factors emerged as related to comprehensive planning:

Factor I expressed the need for district office support for comprehensive planning;

Factor II expressed the concern for instructional planning by means and goals and objectives.

APPENDIX C: DISTRICT #10

C-1 . . . . . Needs Assessment Documents

a. Circular Letter #84

b. Computer Printout of Students in Each School X Grade X Subject Area X Degrees of Need

Also, number of Teachers/Paraprofessionals Needed by School

c. District Circular Letter #1

d. Number of Actual Eligible Students - Computer Printout for Each School by Grade, Subject Area and Funded Program

C-2 . . . . . Staffing Allocations

C-3 . . . . . Informal Reading Inventory

C-4 . . . . . Superintendent's Annual Year

APPENDIX C - 1:

NEEDS ASSESSMENT DOCUMENTS

OFFICE OF THE COMMUNITY SUPERINTENDENT
DISTRICT 10
3961 HILLMAN AVENUE, BRONX, N.Y. 10463

Theodore Wiesenthal
Community Superintendent

Fred Goldberg
Deputy Community Superintendent

Sandra Lerner
Deputy Community Superintendent
Funded Programs/Staff Development

May 8, 1979

DISTRICT CIRCULAR LETTER NO.84

I. NEEDS ASSESSMENT FOR FUNDED PROGRAMS

Please complete the enclosed forms to facilitate the preparation of our applications for supplementary programs (i.e., Title I, P.S.E.N.). In order to provide service at the start of the school year, we need accurate data returned promptly.

Each classroom teacher is to complete one (1) form each for Reading and Mathematics. Please note that there are different Reading forms for the Bilingual classes. We are asking you to rate ALL students now enrolled. We recognize that many of these students will not be enrolled next year, but that is not to be considered.

Summary Sheets (three) for Reading, Reading Bilingual Classes and Mathematics, are to be prepared by the principal for each school. The Summary Sheets, backed up by all the individual classroom analyses, must be returned to the District Office by FRIDAY, MAY 25, 1979, Attention: Vivian Salit, Room 214.

ATTACHMENTS

A. Needs Assessment - Reading - School Summary Sheet

B. Needs Assessment - Reading - Bilingual Classes
School Summary Sheet

C. Needs Assessment - Mathematics - School Summary Sheet

D. Needs Assessment - Reading (All classes except Bilingual Classes)

E. Needs Assessment - Reading - Bilingual Classes

F. Needs Assessment - Mathematics (All Classes)

COMMUNITY SCHOOL DISTRICT 10
3961 Hillman Avenue
Bronx, New York 10463

A. NEEDS ASSESSMENT - READING - SCHOOL SUMMARY SHEET

SCHOOL _____ DATE _____

GRADE	# of Classes on Grade	# at or above level	# 0 - 6 months below level	#6 months-1 year below level	#1 year-1-1/2 years below level	# 1-1/2 yr 2 years below level	# more than 2 years below level	TOTAL # OF PUPILS	# of Pupils requiring ESL*	# of Pupils to be held over
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										

* DO NOT INCLUDE CHILDREN IN BILINGUAL CLASSES.

_____
Signature, Principal

APP-34

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P.S. 98 - 3981 HILLMAN AVENUE
BRONX, N.Y. 10463
TELEPHONE 220 6300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LESSNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

B. NEEDS ASSESSMENT: READING - BILINGUAL CLASSES

SCHOOL SUMMARY SHEET

School _____

Date _____

Grade	# of Class on Grade	# at or above level		#0-6 months below level		#6 months 1 year below level		# 1 year-1/2 year below level		# 1-1/2 yr. 2 years below level		# more than 2 yrs. below level		TOTAL NUMBER of CHILDREN	# of pupils to be held over
		Eng.	Sp.	Eng.	Sp.	Eng.	Sp.	Eng.	Sp.	Eng.	Sp.	Eng.	Sp.		
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															

Signature -, Principal

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P. S. 88 - 3961 HILLMAN AVENUE
BRONX, N. Y. 10463
TELEPHONE 220 8300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

C. NEEDS ASSESSMENT: MATHEMATICS

SCHOOL SUMMARY SHEET

School _____

Date _____

Grade	# of Classes on Grade	# at or above level	# 0 - 6 months below level	# 6 months-1 year below level	# 1 year-1/2 years below level	#1-1/2 years 2 years below level	# more than 2 years below level	TOTAL # OF CHILDRE
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								

_____
Signature - Principal

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P. S. 95 - 3961 HILLMAN AVENUE
BRONX, N. Y. 10463
TELEPHONE 325-6300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

D. NEEDS ASSESSMENT - READING

School _____ Class Register _____

Class _____ Date _____

Teacher _____

1. Number of Children

_____ Reading at or above grade level

_____ Reading 0-6 months below grade level

_____ Reading 6 months - 1 year below grade level

_____ Reading 1-1-1/2 years below grade level

_____ Reading 1-1/2 - 2 years below grade level

_____

TOTAL:

2. Number of children requiring instruction in English as a Second Language (Do not include children in Bilingual Classes) _____

3. Number of children to be held over _____

Please use informal assessment as the basis for classification, e.g., teacher judgment, district inventory, textbook tests, etc.

_____

Signature, Official Teacher

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P. S. 99 - 3961 HILLMAN AVENUE
BRONX, N. Y. 10463
TELEPHONE 220-8300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

E. NEEDS ASSESSMENT - READING - BILINGUAL CLASS

School _____ Class Register _____

Class _____ Date _____

Teacher: _____

1. Number of Children

English	Spanish	
_____	_____	Reading at or above grade level
_____	_____	Reading 0-6 months below grade level
_____	_____	Reading 6 months - 1 year below grade level
_____	_____	Reading 1 - 1-1/2 years below grade level
_____	_____	Reading 1-1/2 - 2 years below grade level
_____	_____	Reading more than 2 years below grade level

TOTAL: _____

Please use informal assessment as the basis for classification, e.g., teacher judgment, district inventory, textbook test, etc.

2. Number of children to be held over _____

_____

Signature, Official Teacher

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P. S. 85 - 3961 HILLMAN AVENUE
BRONX, N. Y. 10463
TELEPHONE 220-8300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

F. NEEDS ASSESSMENT - MATHEMATICS (All Classes)

School _____ Class Register _____

Class _____ Date _____

Teacher: _____

Number of Children

_____ Math skills at or above grade level

_____ Math skills 0-6 months, below grade level

_____ Math skills 6 months - 1 year below grade level

_____ Math skills 1 - 1-1/2 years below grade level

_____ Math skills 1-1/2 - 2 years below grade level

_____ Math skills more than 2 years below grade level

TOTAL: _____

Please use informal assessment as the basis for classification, e.g., teacher judgment, district inventory, textbook text, etc.

_____

Signature, Official Teacher

SCHOOL DISTRICT 10 ASSESSMENT PROGRAM

GRADE 6 READING MAY 1980

SCHL	0?)	0=.5 BELOW	.5=1 BELOW	1=1.5 BELOW	1.5=2 BELOW	2=) BELOW	TOTAL PUPILS
A	54	12	15	12	12	8	113
B	43	18	19	18	12	17	123
C	27	16	19	24	19	15	120
FF	124	13	5	5	0	6	153
E	48	33	40	12	12	25	170
G	73	21	28	24	17	13	176
H	18	1	5	7	6	14	51
I	14	3	2	24	24	22	89
J	47	23	25	29	35	20	179
K	32	3	0	0	0	0	35
L	72	8	8	5	0	2	97
M	55	15	16	26	22	35	169
N	57	41	28	22	18	40	206
O	50	20	20	51	51	41	253
P	50	13	14	7	3	6	93
Q	79	9	18	4	3	10	123
R	78	33	44	15	7	10	187
S	40	31	36	34	32	46	219
AA	3	2	7	2	9	21	44
CC	41	25	26	24	22	57	195
	1015	340	381	346	304	409	2795

TEACHER/PARAPROFESSIONAL TEAMS

SCHOOL	# NEEDED
A	.8
B	1.16
C	1.36
FF	.24
E	1.48
G	1.2
H	.8
I	1.84
J	2.2
K	0
L	.12
M	2.28
N	2.32
O	3.68
P	.36
Q	.52
R	.68
S	3.12
AA	1.2
CC	3.16

Number of Eligible Students

School	Area	K	1	2	3	4	5	6	Total
A	Reading	37	41	23	37	17	20	20	195
	Writing	37	15	11	44	17	26	15	165
	Math	37	24	12	41	20	22	20	176
	R/W/M Bil Mode	0	22	17	13	7	12	4	75
Ó	Reading	58	23	36	12	30	17	29	205
	Writing	15	22	20	14	39	24	38	172
	Math	42	26	10	4	34	20	25	161
	R/W/M Bil Mode	10	29	18	9	14	8	11	99
C	Reading	99	138	55	58	59	37	34	480
	Writing	76	115	51	90	73	58	49	512
	Math	90	97	25	43	68	82	56	461
	R/W/M Bil Mode	0	2	2	35	24	23	15	101
D	Reading	4	6	4	6	11	18		49
	Writing	4	3	6	3	7	14		26
	Math	4	0	2	4	0	2		12
	R/W/M Bil Mode	10	0	4	3	6	13		36
T	Reading	4	31	31	47				109
	Writing	6	65	42	86				199
	Math	5	38	25	46				114
	R/W/M Bil Mode	25	51	21	28				125
E	Reading					67	42	37	146
	Writing					94	56	55	205
	Math					80	56	44	180
	R/W/M Bil Mode					26	34	8	68
F	Reading	93	98	28	92	71	76		458
	Writing	115	138	46	131	74	94		598
	Math	98	107	35	95	66	65		466
	R/W/M Bil Mode	5	44	31	56	20	33		189

Number of Eligible Students

School	Area	K	1	2	3	4	5	6	Total
G	Reading		49	33	74	65	60	30	311
	Writing		29	33	99	85	108	61	415
	Math		32	32	39	58	81	47	289
	R/W/M Bil Mode		22	28	46	28	62	30	216
H	Reading	54	38	42	31	24	28	20	237
	Writing	28	24	23	32	31	27	20	185
	Math	43	38	25	21	31	19	15	192
	R/W/M Bil Mode	19	13	12	3	7	7	7	68
I	Reading	12	23	10	24	22	21	46	158
	Writing	19	8	7	31	32	19	56	172
	Math	14	0	5	23	22	22	58	144
	R/W/M Bil Mode	20	10	7	7	8	5	0	57
J	Reading	60	73	78	128	117	88	55	599
	Writing	20	40	46	121	74	127	53	481
	Math	24	50	25	80	57	36	27	299
	R/W/M Bil Mode	60	61	50	50	40	35	27	323
K	Reading	0	12	8	7	3	4	0	34
	Writing	0	12	12	12	4	2	0	42
	Math	0	11	4	1	11	3	3	33
	R/W/M Bil Mode	0	3	3	8	3	0	0	17
L	Reading	2	7	7	2	13	3	3	37
	Writing	0	1	10	2	13	4	4	34
	Math	0	1	0	3	3	6	5	18
	R/W/M Bil Mode	0	0	0	0	0	0	0	0
M	Reading	13	30	28	75	56	62	57	321
	Writing	22	54	47	92	65	105	70	200
	Math	22	52	34	101	66	78	62	415
	R/W/M Bil Mode	9	54	22	27	23	19	30	184

Local	Area	K	1	2	3	4	5	6	Total
N	Reading	18	62	47	82	73	53	58	393
	Writing	20	60	60	69	82	48	84	423
	Math	27	56	34	51	59	35	59	321
	R/W/M Bil Mode	28	22	8	21	17	5	16	117
O	Reading	50	46	68	73	97			
	Writing	43	53	50	110	126			
	Math	46	33	59	71	105			
	R/W/M Bil Mode	56	47	41	29	28			
P	Reading	27	40	28	38	17	25	9	184
	Writing	16	54	22	41	26	40	16	215
	Math	26	21	18	34	19	40	18	176
	R/W/M Bil Mode	7	5	8	5	2	6	0	33
Q	Reading	13	41	58	36	19	25	13	205
	Writing	6	18	65	16	31	38	22	196
	Math	8	21	21	24	24	25	8	131
	R/W/M Bil Mode	18	8	2	5	5	7	3	48
R	Reading	3	35	15	49	25	15	17	159
	Writing	1	26	17	78	47	72	26	267
	Math	1	31	12	52	25	32	25	178
	R W/M Bil Mode	15	5	13	10	7	7	4	61
U	Reading	12	23	13	17	16	27	8	116
	Writing	0	13	1	2	13	22	13	64
	Math	0	8	0	2	12	17	8	47
	R/W/M Bil Mode	12	23	14	17	16	27	8	117
V	Reading	41	96	45	43				225
	Writing	0	0	75	60				135
	Math	41	30	14	66				151
	R W/M Bil Mode	48	37	1	14				100

APP-44

Schoo.	Area	K	1	2	3	4	5	6	Total
HH	Reading						93	92	185
	Writing						114	145	259
	Math						75	115	190
	R/W/M Bil Mode						24	33	57
S	Reading					94	93	78	265
	Writing					62	84	101	247
	Math					77	65	85	227
	R/W/M Bil Mode					12	11	11	34
Totals	Reading	600	912	657	931	896	807	606	5409
	Writing	428	750	644	1131	995	1082	828	5858
	Math	528	676	392	801	837	781	680	4695
	R/W/M Bil Mode	342	458	302	386	293	338	163	2282
	Reading								
	Writing								
	Math								
	R/W/M Bil Mode								
	Reading								
	Writing								
	Math								
17	R/W/M Bil Mode								
	Reading								
	Writing								
	Math								
	R/W/M Bil Mode								
	Reading								
	Writing								
	Math								
	R/W/M Bil Mode								

175

APP-45

School - JHS	Area	6	7	8	9	Total
AA	Reading	35	215	177	120	542
	Writing	30	215	138	31	414
	Math	10	151	111	78	350
	R/W/M Bil Mode	0	98	54	41	193
BB	Reading		125	80	42	247
	Writing		93	89	70	252
	Math		65	89	76	230
	R/W/M Bil Mode		11	17	15	43
CC	Reading	79	149	98		326
	Writing	104	161	161		426
	Math	101	159	130		390
	R/W/M Bil Mode	25	38	37		100
DD	Reading		86	88	124	298
	Writing		75	96	127	298
	Math		89	89	146	324
	R/W/M Bil Mode		30	11	14	55
EE	Reading		300	241		541
	Writing		365	292		657
	Math		329	288		617
	R/W/M Bil Mode		77	59		136
FF	Reading	6	76	57	79	218
	Writing	18	58	61	30	167
	Math	12	146	52	40	250
	R/W/M Bil Mode	9	9	5	3	26
GG	Reading		174	169	103	446
	Writing		122	146	71	339
	Math		219	127	39	385
	R/W/M Bil Mode		104	74	46	224
Totals	Reading	115	1125	910	468	2618
	Writing	152	1089	983	329	2553
	Math	123	1158	886	379	2546
	R/W/M Bil Mode	34	367	257	119	777

OFFICE OF THE COMMUNITY SUPERINTENDENT, DISTRICT 10
3961 Hillman Avenue, Bronx, New York 10463

Theodore Wisenthal
Community Superintendent

Fred Coldfarb
Deputy Community Superintendent

Sandra Lamar
Deputy Community Superintendent

August 27, 1980

DISTRICT CIRCULAR LETTER #1

PUPIL IDENTIFICATION AND PREPARATION OF LISTS FOR REMEDIAL PROGRAMS

The New York State Regents regulations mandate remedial instruction for all pupils who require such services. This remediation is mandated, regardless of the funding source, as part of a comprehensive school instructional plan.

TO ORGANIZE AND IMPLEMENT THE REMEDIAL PROGRAMS IN YOUR SCHOOL INCLUDING ALL SUPPLEMENTARY AND CITY TAX LEVY PROGRAMS, IT IS VITAL THAT THE FOLLOWING CIRCULAR BE IMPLEMENTED WITHOUT EXCEPTION.

I. Identification of Pupils:

Pupils are identified for services, regardless of funding sources, using a uniform procedure. One master list of eligible pupils is to be generated at each school site for all priority areas including Reading, Reading Bilingual, Writing, Writing Bilingual, Math, Math Bilingual and English as a Second Language. Eligibles are identified as follows:

Grades	Priority Areas	Instrument	Criteria
K - 3	Reading/ Writing/ Mathematics	Teacher judgment, Kindergarten checklist, Informal Language assessment, District Reading Inventory, District Math Inventory, Boehm Test of Basic Concepts	Prediction of serious reading/ math/writing deficiency by the end of grade 2
3 - 6	Reading/ Writing/ Mathematics	Teacher judgment, District Reading Inventory, District Math Inventory, N.Y.C. Test of Reading, N.Y.S. P.E.P. Tests, N.Y.C. Math Tests, N.Y.S. P.C.T.	Standardized test scores below the 24 percentile or 34.4 NCE or at or below the 3rd stanine. Below grade level on district inventories.
K - 9	Reading/Math Writing-Bilingual mode; ESL	Teacher judgment, N.Y.C. Language Assessment Battery	At or below the 20th percentile on the L.A.B.

II. Preparation of List of Eligible Students (Schedule A)

Attached is a form for listing eligible students (Schedule A). It is absolutely essential that all information be completed on the form according to the following instructions:

1. School — Use 3 digits, i.e. 007, 026, etc.

2. Contact Person and Tel. No. — Person who is responsible for implementation of District Circular Letter #1

3. Date submitted — This list must be submitted on or before September 26, 1980

4. Birth Date — Six (6) digits are required, i.e. January 6, 1972 would be 01-06-72.

- cont. f -

II. Preparation of List of Eligible Students (Schedule A) Cont'd

5. Last Name — Include last name, full first name, and middle initial where possible.

6. First Name

7. Middle Initial

8. Class — Grade level and class

9. Selection Criteria — Fill in the student's percentile scores in the appropriate columns. For District Inventory Tests, fill in appropriate grade level. For Other, specify, e.g. teacher made test, recommendation of Guidance Counselor, teacher judgment, etc. Use all available scores.

10. Program Placement — Using program codes in Schedule B, indicate in each column the funding source for services required in that priority area. A pupil who needs remediation in more than one area, such as reading, math and writing must receive those services. A program code should be placed in columns Rdg, Math. and Writ. to indicate this service. See sample on Schedule A.

NOTE: LIST OF ELIGIBLE STUDENTS (SCHEDULE A) MUST BE COMPLETED AND SUBMITTED TO THE DISTRICT OFFICE, ATT: VIVIAN SALIT, BEFORE SEPTEMBER 24, 1990. THIS LIST IS REQUIRED FOR PROGRAM IMPLEMENTATION INCLUDING PRETESTING ELIGIBLE STUDENTS AND ALLOCATION OF CHAPTER 53 FUNDS.

III. Pretesting of Eligible Students

Pretesting of participating students will take place October 15-29, 1990. Directions for the pre-testing program will follow in a later circular.

IV. Record Keeping

A. Student Records

Updated copies of all lists must be maintained in your office as well as at the District Office. Classroom teachers must keep records of all special program assignments for each child.

When a child is placed in a remedial program, this must be noted on his record. If a child transfers to another school within District 10, the information concerning his inclusion in a remedial program must be immediately forwarded to the receiving school. This will insure continuity of services for eligible pupils.

B. Contact Hours

For students in Title I/PEEP programs, the New York State Education Department requires an individual student record of contact hours, both for the supplementary program and general aid (regular classroom) instruction. To facilitate the year-end reporting procedure, it will be necessary to keep accurate records of the minutes per day, days per week, and attendance for both general and supplementary program instructional time.

V. School Staff

A. Notification

Part of a faculty conference and/or grade conference should be devoted to a discussion of remedial programs. It is imperative that all staff be aware of the objectives and structure of the supplementary programs in your school. All personnel who are assigned to special programs must also be aware of the project number and budget code. (Schedule B) Copies of the narrative for each program in your school will be furnished by the District Office for your information and for the information of each participating staff member.

- cont'd -

V. School Staff Cont'd

B. Staff Development

All heads of schools should realize that these programs are a vital part of the school's overall offerings and under the principal's direct supervision. To insure the success of these projects, the head of the school, or his representative, is required to work cooperatively with the personnel assigned to the program by the District Office. In particular, please make every effort to arrange time for teachers and paraprofessionals to attend orientation and training sessions to be conducted by the project's coordinator and to be available when the coordinator visits the school for on-site training.

C. Program Cards

A 5"x8" program card for each teacher and educational assistant assigned to all supplementary programs must be submitted by October 6, 1980 to Vivian Salit at the District Office.

VI. CONTACT PERSON

One member of your staff must be designated as the school contact person responsible for implementation of this circular and of all testing connected with supplementary programs. There will be an orientation meeting for all contact persons. (Sch. C)

VII. Parent Notification

Parents should be apprised of these special projects through Parents Association meetings and letters from the school notifying them that their children have been selected for inclusion in special programs. (Schedule D)

VIII. Calendar

September 5, 1980.	School Contact Person - Schedule C due
September 26, 1980.	Schedule A - List of Students Eligible For Remedial Services due
October 6, 1980.	Teacher and Paraprofessional Program Cards due (ESEA Title I, PSEN, 4579)
October 15 - 29th, 1980	Pre-testing of students participating in ESEA Title I/PSEN programs

Thank you for your cooperation.

Attachments

Schedule A - List of Eligible Students
Schedule B - Program Placement Code and project numbers
Schedule C - School Program Contact Person
Schedule D - Letter to Parents

1980-1981 LIST OF STUDENTS ELIGIBLE FOR REMEDIAL SERVICES - DISTRICT 10- BRONX

SCHEDULE-A

1. SCHOOL _____ 2. CONTACT PERSON _____ 3. DATE SUBMITTED _____

(6 digits) BIRTH DATE D.DAY YR.	5. LAST NAME	6. FIRST NAME	7. M I	8. GRADE CLASS	9. SELECTION CRITERIA (Fill in PERCENTILE Score) NYC Rdg	NYC Math	PEP Rdg	PEP Math	PCT	LAB	Dist Inv. Rdg.	Dist Inv. Math.	OTHER (Specify)	10. PROGRAM PLACEMENT (Fill in CODE-Sch.8) RDG	RDG BIL	WRTG	WRTG BIL	MATH	MATH BIL	ESL
10 10	SMITH	JANE	C	3-402	21I						1.0	1.0		01		01		02		

181

182

SCHEDULE B

PROGRAM PLACEMENT CODE

Program	Program Code Number	Budget Code/Project Numbers
ESEA Title I/PSEN READING K - 9 Includes: Reading Reading/Bilingual Writing Writing/Bilingual	01	ESEA Title I:5001-10-11622 PSEN:5001-10-14122 Optional Assignment, Title I: (JHS 141 Only) 5001-10-11625
City Tax Levy Includes: All remedial instruction by regular classroom teachers: Reading, Reading Bilingual, Math, Math Bilingual, Writing, Writing Bilingual and ESL	02	4245 4201
Bilingual 4579 Includes: Reading Bilingual Math Bilingual Writing Bilingual ESL	03	4579
Other e.g. Parent Volunteer Student teacher	04	

SCHEDULE C

SCHOOL SUPPLEMENTARY PROGRAM CONTACT PERSON

SCHOOL _____

NAME OF CONTACT PERSON _____

TELEPHONE NUMBER _____

Signature of Principal _____

SCHEDULE 2

PUBLIC SCHOOL _____

_____

_____

Dear Parents:

Please be advised that your child, _____
of class _____ has been selected to participate in

ESEA Title I/ PSEN _____ ( ) Reading
( ) Reading Bilingual
( ) Writing
( ) Writing Bilingual

This has been done because his/her records indicate that he/she is in need of these services.

We hope that with this additional instruction and your cooperation his/her school work will improve.

Please do not hesitate to make contact with us for any further information regarding this program.

Very truly yours,

_____

_____

GRADES/PROGRAM TOTALS BY SUBJECT

PDG SCHOOL G

GR/PRG	01	02	03	04	TOT
K	0	0	0	0	0
1	204	15	0	0	219
2	153	16	0	0	169
3	108	17	0	0	125
4	110	31	0	0	141
5	138	41	0	0	179
6	117	62	0	0	179
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
TOTALS	830	182	0	0	

GRADES/PROGRAM TOTALS BY SUBJECT

B/PDG SCHOOL G

GR/PRG	01	02	03	04	TOT
K	0	0	0	0	0
1	42	0	0	0	42
2	50	1	0	0	51
3	22	2	0	0	24
4	29	0	0	0	29
5	40	0	0	0	40
6	52	0	0	0	52
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
TOTALS	246	3	0	0	

GRADES/PROGRAM TOTALS BY SUBJECT

S/PDG SCHOOL G

GR/PRG	01	02	03	04	TOT
K	0	0	0	0	0
1	42	0	0	0	42
2	50	1	0	0	51
3	22	2	0	0	24
4	29	0	0	0	29
5	40	0	0	0	40
6	52	0	0	0	52
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
TOTALS	246	3	0	0	

GRADES/PROGRAM TOTALS BY SUBJECT

MATH SCHOOL G

GR/PRG	01	02	03	04	TOT
K	0	0	0	0	0
1	0	0	0	0	0
2	0	121	0	0	121
3	0	72	7	0	99
4	0	118	0	0	118
5	0	179	0	0	179
6	0	126	0	0	126
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
TOTALS	0	627	7	0	

GRADES/PROGRAM TOTALS BY SUBJECT

S/MATH SCHOOL G

GR/PRG	01	02	03	04	TOT
K	0	0	0	0	0
1	0	0	0	0	0
2	0	19	0	0	19
3	0	11	1	0	12
4	2	22	0	0	24
5	0	27	0	0	27
6	0	49	0	0	49
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
TOTALS	2	129	1	0	

GRADES/PROGRAM TOTALS BY SUBJECT

ESL SCHOOL G

GR/PRG	01	02	03	04	TOT
K		0	0	0	0
1		70	0	0	70
2		37	0	0	37
3		21	0	0	21
4		29	0	0	29
5		60	0	0	60
6		56	0	0	56
7		0	0	0	0
8		0	0	0	0
9		0	0	0	0
TOTALS		273	0	0	

SUBJECT/PROGRAM TOTALS BY GRADE
KINDERGARTEN SCHOOL G

SUB/PRG	01	02	03	04	TOTALS
RDG	0	0	0	0	0
B/RDG	0	0	0	0	0
MATH	0	0	0	0	0
B/MATH	0	0	0	0	0
ESL		0	0	0	0
TOTALS	0	0	0	0	0

SUBJECT/PROGRAM TOTALS BY GRADE
01 SCHOOL G

SUB/PRG	01	02	03	04	TOTALS
RDG	204	15	0	0	219
B/RDG	42	1	0	0	43
MATH	0	0	0	0	0
B/MATH	0	0	0	0	0
ESL		79	0	0	79
TOTALS	247	95	0	0	342

SUBJECT/PROGRAM TOTALS BY GRADE
02 SCHOOL G

SUB/PRG	01	02	03	04	TOTALS
RDG	152	16	0	0	168
B/RDG	50	1	0	0	51
MATH	0	121	0	0	121
B/MATH	0	19	0	0	19
ESL		37	0	0	37
TOTALS	202	204	0	0	410

SUBJECT/PROGRAM TOTALS BY GRADE
03 SCHOOL G

SUB/PRG	01	02	03	04	TOTALS
RDG	108	17	0	0	125
B/RDG	22	2	0	0	24
MATH	0	72	7	0	80
B/MATH	0	11	1	0	12
ESL		24	0	0	24
TOTALS	130	127	8	0	265

BJECT/PROGRAM TOTALS BY GRADE
SCHOOL G

B/PRG	01	02	03	04	TOTALS
NG	110	21	0	0	131
/PDG	39	0	0	0	39
RTH	0	119	0	0	119
/MATH	2	22	0	0	24
SL		39	0	0	39
OTALS	151	221	0	0	372

JBJECT/PROGRAM TOTALS BY GRADE
S SCHOOL G

JB/PRG	01	02	03	04	TOTALS
DG	138	41	0	0	179
/PDG	40	0	0	0	40
RTH	0	179	0	0	179
/MATH	0	27	0	0	27
SL		69	0	0	69
OTALS	178	317	0	0	511

UBJECT/PROGRAM TOTALS BY GRADE
S SCHOOL G

UB/PRG	01	02	03	04	TOTALS
DG	117	62	0	0	179
/PDG	52	0	0	0	52
RTH	0	126	0	0	126
/MATH	0	49	0	0	49
SL		66	0	0	66
OTALS	169	303	0	0	472

JBJECT/PROGRAM TOTALS BY GRADE
7 SCHOOL G

JB/PRG	01	02	03	04	TOTALS
DG	0	0	0	0	0
/PDG	0	0	0	0	0
RTH	0	0	0	0	0
/MATH	0	0	0	0	0
SL		0	0	0	0
OTALS	0	0	0	0	0

APPENDIX C - 2:

STAFFING ALLOCATIONS

SUBJECT/PROGRAM TOTALS BY GRADE
09 SCHOOL 6

SUB/PPG	01	02	03	04	TOTALS
RDG	0	0	0	0	0
B/RDG	0	0	0	0	0
MATH	0	0	0	0	0
B/MATH	0	0	0	0	0
ESL		0	0	0	0
TOTALS	0	0	0	0	0

SUBJECT/PROGRAM TOTALS BY GRADE
09 SCHOOL 6

SUB/PPG	01	02	03	04	TOTALS
RDG	0	0	0	0	0
B/RDG	0	0	0	0	0
MATH	0	0	0	0	0
B/MATH	0	0	0	0	0
ESL		0	0	0	0
TOTALS	0	0	0	0	0

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT, DISTRICT OFFICE 10
3961 HILLMAN AVENUE, BRONX, NEW YORK 10463

ALLOTMENT OF PERSONNEL - ELEMENTARY DIVISION - TAX LEVY - 1980-81

SCHOOL: G PRINCIPAL: _____ DATE: August 26, 1980

ESTIMATED REGISTER GRADE 1-6	1504
ESTIMATED REGISTER KINDERGARTEN	
AVERAGE CLASS SIZE	32
PRINCIPAL	1
ASSISTANT PRINCIPAL	2
TEACHERS:	
REGULAR GRADE	47
KINDERGARTEN	
CLUSTER	10
SP. ED. CLUSTER	
GUIDANCE COUNSELOR	
SECRETARY	3.4
TOTAL TAX LEVY POSITIONS	

COMMUNITY SCHOOL DISTRICT 12 N
BOARD OF EDUCATION OF THE CITY OF NEW YORK
[illegible] 1610 MILLOW AVENUE
BRONX, N. Y. 10461
[illegible]
TELEPHONE 320-6500

THEODORE WEISENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

SCHOOL ALLOCATION OF SUPPLEMENTARY PROGRAMS AND PERSONNEL 1980-1981

SCHOOL G

PROGRAM P.S.E.N.

STATE X

FUNDING SOURCE:

BUDGET CODE 5001-

FEDERAL ____

PROJECT # 14122
(ONLY FOR REIMBURSABLE)

PERSONNEL	NUMBERS
EDUCATIONAL ASSISTANTS	3
TEACHERS	2

THEODORE HIRSENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LEVINE
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS STAFF

SCHOOL ALLOCATION OF SUPPLEMENTARY PROGRAMS AND PERSONNEL 1980-1981

SCHOOL G

PROGRAM TITLE I

STATE

FUNDING SOURCE:

BUDGET CODE 5001

FEDERAL X

PROJECT # 11622
(ONLY FOR REIMBURSABLE)

PERSONNEL	NUMBERS
EDUCATIONAL ASSISTANTS	20
TEACHERS	3

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
[illegible] PULTEHEMAN AVENUE
[illegible]

TELEPHONE [illegible]

[illegible]

[illegible]

9/4/80
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT
REDUCING:				
INCREASING:	1.0 CLASS	4245	3401	005
EFFECTIVE:	9/3/80			

Michael G. Feiner
MICHAEL G. FEINER
District Manager of Admin.
and Business Affairs

[illegible]

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
[illegible] HEILMAN AVENUE
BRONX, N.Y. 10467

TELEPHONE [illegible]

[illegible]

FRED GOLDRI[illegible]
TENTH COMMUNITY SU[illegible]
SANDRA LEVIN[illegible]
TENTH COMMUNITY SU[illegible]

9/6/80
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	1 para (EA)	420-11-11611	6074	031
EFFECTIVE:	9/1/80			

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:RM

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
[illegible] AVENUE
BRONX, N.Y. [illegible]

[illegible]

[illegible]
[illegible]

FRED GOLDEN
DISTRICT COMMUNITY [illegible]
SANDRA LEVIN
DISTRICT COMMUNITY [illegible]

9/15/80
DATE

TO: — PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT
REDUCING:				
INCREASING:	2.0 TR	4245	3001	005
	1.0 CLUSTER	4245	3001	005
EFFECTIVE:	9/15/81			

Michael G Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

cc: [illegible]

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
PS 95 - 3561 HILLMAN AVENUE
BRONX N.Y. 10463

TELEPHONE 220-8700

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT
SANDRA LEPNER
DEPUTY COMMUNITY SUPERINTENDENT

10/2/80
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	1 @ TR	4215	7001	005
	1 @ TR (SWP)	4145	3021	005
EFFECTIVE:	10/2/80			

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:mw

[redacted]

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT
SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT

10/22/80
DATE

TO: — PRINCIPAL —

ATTN: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	Lo Tax	Y245	3001	
EFFECTIVE:	10/22/80			

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:mw

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P.S. 95 - 3561 HILLMAN AVENUE
BRONX, N.Y. 10463
TELEPHONE 220-4880

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDRICH
DEPUTY COMMUNITY SUPERINTENDENT
SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT

11/21/40
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	1.0 TR	424	3021	100
	KDGN.			
EFFECTIVE:	11/21/40			

Michael G Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:mw

COMMUNITY SCHOOL DISTRICT [illegible]
[illegible]
[illegible]
[illegible]

THEODORE WIESENTHAL
[illegible]

FRED COLEMAN
[illegible]

SANDRA LERNER
[illegible]

11/23/81
DATE

TO: _____ _____ (Principal)

SCHOOL: G

Please be advised that your allocation has been adjusted.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	I.E.A. - Bilingual (Y, 11)	511-10-14112		
	I.E.A. - Y, 12	511-10-14112		
EFFECTIVE:	1/5/81			

Sincerely,

MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:mw

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
[illegible]

TELEPHONE [illegible]

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
[illegible] COMMUNITY SUPERINTENDENT
SADENA LEIGH
[illegible] COMMUNITY SUPERINTENDENT

11/15/81
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	1.0 TR	4245	3001	005

EFFECTIVE: 2-2-81

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:ew

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
P.S. 95 - 3501 HILLMAN AVENUE
BRONX, N.Y. 10463

TELEPHONE 2-10 A 300

[illegible] RESENTHAL
[illegible] SUPERINTENDENT

[illegible]
[illegible] COMMUNITY [illegible]

SANDRA LERNER
[illegible] COMMUNITY [illegible]

1/26/81
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
DECREASING:				
INCREASING:	2 E.A.	5001-	141	ZZ

EFFECTIVE: 2/2/81

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:EM

COMMUNITY SCHOOL DISTRICT TEN

BOARD OF EDUCATION OF THE CITY OF NEW YORK
P.S. [illegible] FRANKLIN AVENUE
BRONX, N.Y. 10451

TELEPHONE [illegible]

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LEFKOWITZ
DEPUTY COMMUNITY SUPERINTENDENT

2/4/81
DATE

TO: _____
PRINCIPAL

SCHOOL: G

PLEASE BE ADVISED THAT YOUR ALLOCATION HAS BEEN ADJUSTED.

	DESCRIPTION	BUDGET CODE	BUDGET LINE	OBJECT CODE
REDUCING:				
INCREASING:	1.0 TA	Y245	3001	005

EFFECTIVE: 2-4-81

Michael G. Feder
MICHAEL G. FEDER
District Manager of Admin.
and Business Affairs

MGF:ew

APPENDIX C - 3:

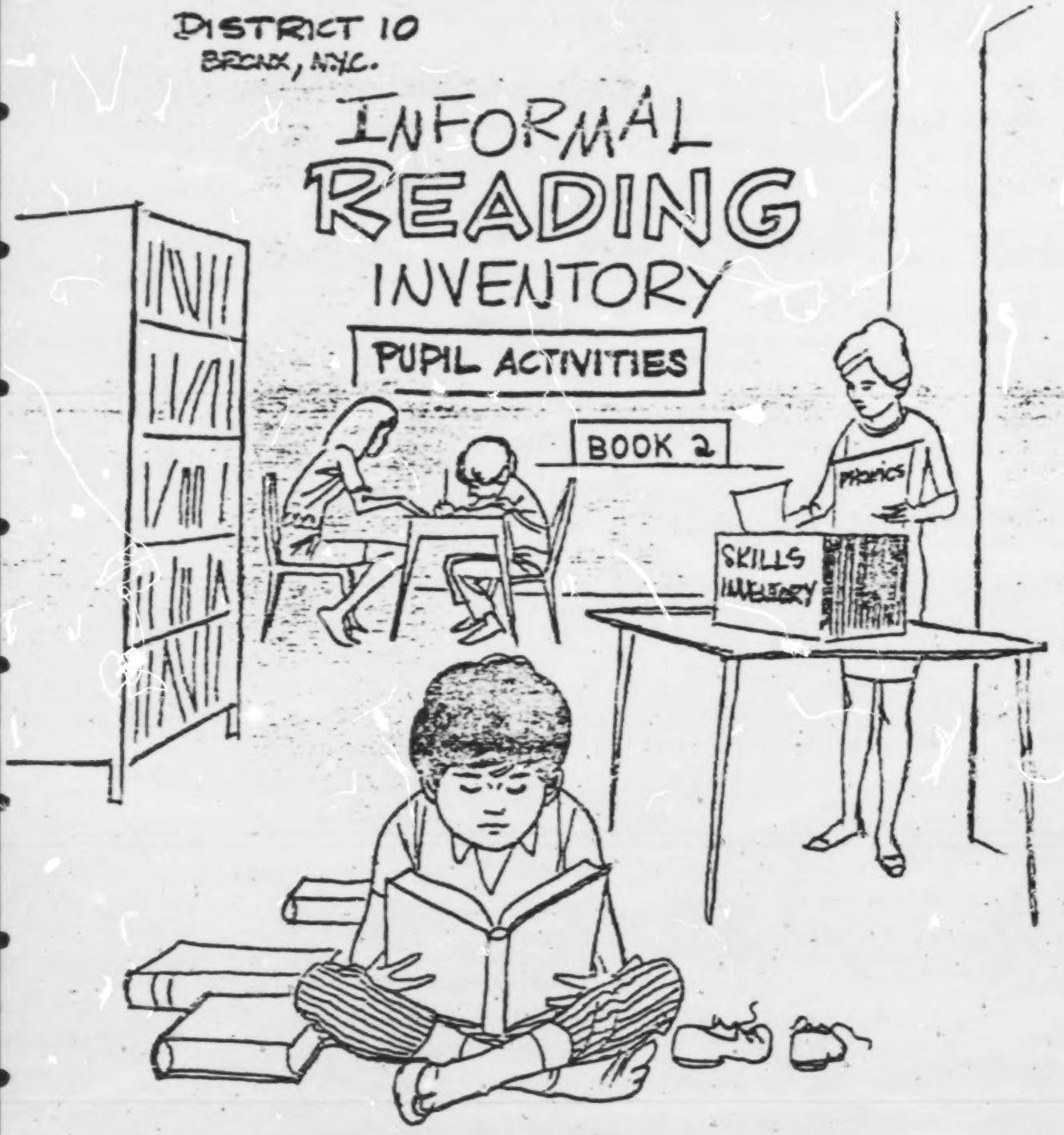
INFORMAL READING INVENTORY

DISTRICT 10
BRONX, N.Y.C.

INFORMAL READING INVENTORY

PUPIL ACTIVITIES

BOOK 2



Dr. Theodore Wiesenthal
COMMUNITY SUPERINTENDENT

Fred Goldberg, Deputy
COMMUNITY SUPERINTENDENT

Sandra Lerner, Deputy
COMMUNITY SUPERINTENDENT

Lillian Lerner
Vivian Salit
Harriet Simon
Jean Weinstein
Louisa Wuebbens

COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P. S. 88 - 3981 HILLMAN AVENUE
BRONX, N. Y. 10463
TELEPHONE 230-6300

THEODORE WIESENTHAL
COMMUNITY SUPERINTENDENT

FRED GOLDBERG
DEPUTY COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT
FUNDED PROGRAMS/STAFF DEVELOPMENT

Dear Colleagues:

The Teacher's Guide accompanying this booklet will provide you with an overview of the purposes and uses of the screening inventories in the "Pupil Activities Books." We hope that you will use these devices to learn about your pupils in order to plan their daily school programs.

"Pupil Activities Book 2" should be used after you have determined an approximate reading level for the child by using either "Pupil Activities Book 1" or other sources. This group of inventories will provide you with more specific information on low level word recognition skills. This type of information should be useful to you in planning phonics or linguistic lessons to improve the word attack skills of children who are reading at third grade level or below.

You should use these inventories as a springboard for "tuning in" on children, observing and evaluating their performance in all activities.

This ongoing assessment can help you make instruction sensitive to the needs of your children.

Sincerely yours,

Lillian Lerner

Lillian Lerner
Director of Curriculum

District 10

INDIVIDUAL PUPIL ASSESSMENT MAP

NAME _____

SCHOOL _____

CLASS _____

Assessment Code
+ Mastery, 80% - 100%
✓ Practice Needed, 60% - 80%
- Skill Deficiency, 0% - 60%
(✓) (-) Mastery Achieved

ASSESSMENT		DATE	DATE	DATE
Word List				
Paragraph Inventory				
N.Y.C. Test	Comp.			
	Wd. Study			
	Total			
WORD RECOGNITION				
Visual Discrimination				
Letter Recognition				
Auditory Discrimination				
Initial Consonants				
Final Consonants				
Blends, Digraphs				
Vowels				
Endings				
Consonant Variants				
Vowel Digraphs				
VOCABULARY DEVELOPMENT				
Synonyms				
Antonyms				
Additional:				

COMPREHENSION	DATE	DATE	DATE
Main Idea			
Detail			
Inference			
Vocabulary in Context			
Cause and Effect			
Sequence			
Drawing Conclusions			
Following Directions			
Classifying			
Character Analysis			
Additional:			
Listening Comprehension			
LANGUAGE SKILLS			
Speaking			
Writing			
Understanding			

Comments:

F. Pupil Sheet for Blends and Digraphs

sl st sp

_ _ed

fl cl cr

_ _ock

sm st cr

_ _ar

sm sw sn

_ _ake

sh ch th

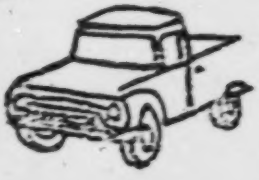
_ _oe

ch wh

_ _air

ch th wh

_ _ale



bl tr st

_ _uck

st sw th

_ _ing

br sn dr

_ _um

I. PUPIL SHEET FOR CONSONANT VARIANT SOUNDS

Sample A:	cut	cent	can	sew
Sample B:	girl	gum	bag	badge

1.	cat	fence	cot	city
2.	police	cub	come	nice
3.	sold	sure	dish	face
4.	sugar	slip	side	she
5.	goat	tough	bridge	gate
6.	cage	jam	gum	dog
7.	know	take	kind	not
8.	knife	kite	night	keep

K. PUPIL SHEET FOR SYNONYMS (1)

A spider's web is a clever (1) invention. The middle (2) part of the web is sticky (3). When a fly lands there, it cannot get away. The spider eats the fly it has trapped (4).

(1)	(2)	(3)	(4)
quick	first	old	caught
smart	last	fancy	bought
rough	longest	clean	helped
clumsy	center	gummy	tried

But if a fly does not land on the web, the spider will eat its web, instead of a fly, for his meal (5). Then the spider will spin a new web the next day and again try to catch a fly. A spider can exist (6) without food for over twenty days.

(5)	(6)
flower	sleep
food	grow
metal	live
house	change

L. PUPIL SHEET FOR ANTONYMS

Sample:

The outside of the house was painted yellow.

The opposite of outside is around under inside through

1. A heavy rainfall flooded the streets.

   The opposite of heavy is big weigh soft light

2. The wet clothes were hanging on the line.

   The opposite of wet is damp dry water windy

3. It was a warm spring day.

   The opposite of warm is rainy hot cool dark

4. Sometimes you have to shout to be heard.

   The opposite of shout is whisper yell talk cry

5. Your teeth look beautiful when you smile.

   The opposite of smile is happy frown small love

6. Three crooked pictures were hanging on the wall.

   The opposite of crooked is odd bent straight full

7. The dirty dishes were piled high in the sink.

   The opposite of dirty is same new better clean

8. I bought some cheap toys at a nearby store.

   The opposite of cheap is childish sheep expensive change

9. We went to see a late movie last night.

   The opposite of late is still early clock tardy

10. The young people had their own dance class.

    The opposite of young is old baby gentle thin

INTEREST INVENTORY

1. If I had three wishes I would .....
2. I really like to .....
3. On Saturday I like to .....
4. The thing I like to do most in school is .....
5. The thing I like to do least in school is .....
6. When I grow up, I would like to be .....
7. The hardest thing for me is .....
8. If I were principal of my school .....
9. If someone were buying a book for me, the one I want would be .....
10. I find reading easy when .....
11. I don't like to read when .....
12. The thing I like most about reading is .....

APPENDIX C - 4:

SUPERINTENDENT'S ANNUAL REPORT

DISTRICT 10 BOARD OF EDUCATION

BRONX, N.Y.

SUPERINTENDENT'S REPORT TO THE COMMUNITY SCHOOL BOARD

1978 - 1979

MRS. ISOBEL ROONEY
President
Community School Board 10.

DR. THEODORE WIESENTHAL
Community Superintendent

DR. FRED GOLDBERG
Deputy Community Superintendent

MRS. SANDRA LERNER
Deputy Community Superintendent

P.S. 8 Della Jerome, Principal

Objectives and Goals

1. Improvement in Curriculum Areas

   a. P.S. 8 will continue a diagnostic prescriptive approach to reading and math instruction to meet the individual needs of the increasing mobile pupil population: increase use of centers and streaming for reading.

   b. To utilize the content areas, such as science and social studies, as vehicles for learning the basic skills.

   c. To integrate Language Arts with the total curriculum in order to provide effective learning experiences for our increasing multi-ethnic pupil population.

   d. To increase emphasis on mathematic instruction.

   e. To continue examination of instructional materials in order to provide the optimal "match" with the increasing diverse pupil interests and needs.

   f. To increase the development of language competence for Bilingual pupils through use of the Language Experience approach.

2. Parent and Community Participation

   a. Ongoing participation in the Curriculum Committee and Parent Advisory Council for Funded Programs.

   b. Parent workshops will be conducted in the different curriculum areas.

   c. Encourage extension of the school volunteer program through increased community participation.

   d. Increase sharing of programs and special events with neighborhood schools.

3. Staff Development

   a. Faculty, grade, small group and individual conferences.

   b. Participation in conferences and/or meetings outside the school.

   c. Meetings/workshops conducted by SEC and SMG project teachers for teachers and paras to guide implementation of individualized pupil needs.

P.S. 8 (cont.)

d. Inservice courses in Calligraphy and Photography.

e. Participation of publishers consultants in guiding teachers in use of pilot programs in reading and mathematics.

f. Visits to other schools and conferences to see varied approaches and materials.

g. Increase staff involvement with prospective teachers sent by training institutions.

4. Health and Safety

a. Continued emphais on vision an hearing testing as well as remediation as required.

b. Monitoring of immunization.

c. Development of school and class codes for safety and social living.

d. Emphasis on nutrition and consumer education.

e. Continued stress on safety practices.

5. Pupil Personnel Services

a. Continued drug prevention lessons in Grades 5 and 6 with District personnel.

b. Continued deployment of school resources including individual and group guidance approaches to improve social living.

c. Continued emphasis on improved attendance practices.

6. Bilingual Studies

a. Continued emphasis on strengthening pupil competencies in reading, listening and speaking.

b. Use of language experience for non-English speaking pupils.

c. Peer and adult tutoring.

B. Degree of Achievement and Assessment

1. Curriculum Areas

a. Flexible grouping for instruction in reading has been emphasized.

b. Streaming for reading has been extended through two grades.

P.S. 8 (cont.)

c. Use of centers for learning has been extended to two additional classrooms.

d. Consumer education has facilitated effective integration of language arts, critical thinking, social studies and science.

e. Instruction in mathematics has been emphasized through conferences, consultants' guidance in the new pilot programs (K-6 and the services of a mathematics cluster teacher).

f. Achievement in music, art and social studies as well as other areas were reflected in the performance at Lincoln Center.

g. The school sicence fair contributed to the individualization of science instruction, reflecting, too, the contributions of the science specialist as well as pupil competencies.

h. Bilingual Studies

1. For grades 1, 2, 3 there was a Bilingual program.

2. There were language experience lessons and peer tutoring for non-English speaking pupils.

i. Innovations

1. Closets and corridors have been utilized to individualize the instructional programs for the increasing pupil population.

2. The School Volunteer program was extended directly to the classrooms.

3. Teacher training institutions in this district were increasingly involved with the school.

4. A "pull-out" program in reading and mathematics was implemented to provide for the additional pupils' needs.

5. The diagnostic-prescriptive approach has been facilitated through selection and adaptation of materials.

P.S. 8 (cont.)

2. Parent and Community Participation

a. The Curriculum Committee and the Parent Advisory Committee have met and made significant progress toward effective learning experiences for the growing multi-ethnic pupil population.

b. Several successful reading and mathematic workshops were held. Parents, school volunteers and senior citizens in the community participated, developing a broad spectrum of materials, at school and at home.

c. Parents and staff have planned to provide another International Night with buffet, dances and activities reflecting the multi-ethnic composition of the P.S. 8 family.

d. The parents have continued to be supportive and even ready to assist as needed with the total school program, revealing sensitive, understanding awareness.

3. Staff Development

a. Sixth grade teachers meetings on career development at J.H.S. 80.

b. Fourth grade teachers participated in the Living Science Program.

c. The teacher of the transitional class participated in meetings at the District Office, sharing the contents with staff.

d. SEC and SMG teachers met with project teachers and paraprofessionals to implement this program and develop materials appropriate for the individual pupils in this program.

e. Two additional classrooms were set up for center programs after preplanning and development with the classroom teachers involved.

f. Two teachers conducted courses in calligrapny and photography.

g. Staff was increasingly involved with student teachers and interns.

4. Health and Safety

a. Visions and hearing test were administered with parent assistance; follow-up was done on remediation and immunization.

P.S. 8 (cont.)

b. Goals for nutrition were pursued through curricula studie and lunchroom procedures.

c. Class and school codes for safety practices and social living were stressed.

5. Pupil Peronnel Services

a. Rap sessions and drug prevention lessons were continued with the assistance of the District Office Personnel.

b. There was increased emphasis on effective social living for the growing membership in the different ethnic groups in our school population.

c. Attendance plan developed to insure maximum pupil daily attendance.

6. Bilingual Studies

a. Emphasis on competence in Language Arts in both English and Spanish were emphasized.

b. For the non-English speaking and Bilingual non-Hispanic pupils the emphasis was on individualized language acquisition and using the language experience approach, a second language was utilized as well as peer and/or adult tutoring.

C. Highlights of the Year

1. Interns came to P.S. 8 from College of Mt. St. Vincent, as well as Lehman and the College of New Rochelle.

2. Participation in the "Bedford Park Alive" Fair; six pupils won art prizes, many took part in the games and competition.

3. Participation in Art Festival at Lincoln Center; Music and Art.

4. In-service courses; calligraphy given by Ms. Linda Liebiskind and photography by Mrs. Janet Curley.

5. Bazaar with handcrafts items by pupils in Learning Center classes.

6. Science Fair

7. Art show

8. School chorus

9. Puerto Rican Discovery Day Program

10. Barnum-Bailey-Ringmaster magician

11. Engine 8 Magazine - Creative writing by pupils at P.S. 8
12. Poet in the school - Suzie Mee
13. Participation in Special Education Arts Festival
14. Class mother brunch
15. Twelve winners in Special Education Olympics
16. Career Education - sixth grades

D. Future Directions

1. Extension of streaming in reading.
2. Additional provision for individualization through on-going diagnosis, prescription and use of multi-media materials.
3. Increased emphasis on the committee approach to Social Studies.
4. Extended development of "English as a Second Language" approach for non-Hispanic bilingual pupils.
5. Metric Mathematic.
6. Cooperation with John F. Kennedy High School to extend the tutoring services for selected pupils.

APPENDIX D:

SPECIAL PRIMARY SCHOOL #31

D - 1. . . . . School Bulletin #3: Staff Orientation to P.S. 31 for New School Year

D - 2. . . . . School Bulletin #25A: Organization of Reading Groups

D - 3. . . . . School Schedules #3 - 7

D - 4. . . . . School Schedules #8: Master Schedule

D - 5. . . . . School Bulletin #38: Faculty Conference Notes

#38A: Planning and Programming

#38C: Professional Literature

#38D: Minimum Teaching Essentials

D - 6. . . . . Parent Newsletter

D - 7. . . . . School Bulletin #27B: School Practices

APPENDIX D - 1:

SCHOOL BULLETIN #3: STAFF ORIENTATION TO P.S. 31 FOR NEW SCHOOL YEAR

THE WILLIAM LLOYD GARRISON----SPECIAL PRIMARY SCHOOL 31, BRONX
Mrs. Carol Russo - Principal
Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 3 September 7, 1979

SEPTEMBER FACULTY CONFERENCE NOTES

September 7, 1979 - Friday

1. Administrative

1.1 State of the School and District

.Budget Allocation - Tax Levy, Title I, PSEN

.Organizational Matters - District, School

.School Organization - Ref: S.B. #1

.Welcome: Ms. Christine Perez, Teacher of Specific Learning Disabilities

1.2 Chancellor Frank Macchiarola's Address to the Staff - 10 A.M. -Wed., 9/5/79

1.3 Staff Development Program

.Three Day Staff Development Program - Sept.,5,6,7
(Ref.: School Bulletin No.2)

.School Aims and Goals and Workplans which emanate from committee meetings to be compiled and submitted to all staff members by October 1.

.October Staff Conference will be devoted to implementing workplans.
.LORA Decree (Enclosure Memo.Bd. of Ed)

1.4 School Calendar 1979-80 (Distributed)

1.5 Supervisory Grade Responsibilities

.Mrs. Madeline Golia, Assistant Principal - Grades 3 to 6
.Mrs. Carol Russo, Principal - Grades Kgn. to 2

1.6 Secretarial Responsibilities

.Mrs. Muriel Lieberman - Teacher & Paraprofessional Personnel Matters
.Mrs. Mary DeLuz, Pupil Accounting

1.7 UFT Chapter Chairman

.Mr. Ron Eberlein Delegates: Mrs. Sue Pfeifer
Mrs. Roselyn Dorsey

UFT Steering Committee

.Mrs. Ron Eberlein, Mrs. Edna Kornberg, Ms. Vivian Stromberg, Mrs. Sharon Roser, Mrs. Marylou Mooney, Mrs. Muzie Davis

1.8 Persons in Charge of School in Principal's Absence

Mrs. Madeline Golia - Office 300
Mr. Howard Landsman - Office 400
Mrs. Judith Liner

1.9 Community School Board District 7 - 1979-80

President	-	Mr. Otilio Diaz
Vice Pres.	-	Mrs. Dorothy Hudgens
Treasurer	-	Mr. Errol Toulon (SPS 31 CSB Representative)
Secretary	-	Mrs. Carmen Maldonado
Member	-	Mrs. Carmen Arroyo
Member	-	Mrs. Harriette Godley
Member	-	Mrs. Carmen Rivera
Member	-	Mrs. Betty Medina
Member	-	Mrs. Alice Paul (SPS 31 CSB Representative)

1.10 Parent-Teachers Association - SPS 31

President - Mrs. Haldo Delgado
1st Vice Pres.- Mrs. Vivian Rosado
2nd Vice Pres.- Mrs. Herlinda Davila
Corr. Secy - Mrs. Tuny Robinson
Fin. Secy. - Mr. Edward Camacho
Rec. Secy. - Mrs. Arminta Torres
Treasurer - Mrs. Gladys Coy

1.11 Staff Responsibilities & Procedures for Lunch, Arrival & Dismissal of Pupils (Refer to School Bulletin No. 2)

1.12 Parent Newsletter - The Voice of SPS 31X

Please be advised that a Parent Newsletter will be distributed to all children to take home to their parents every two weeks.

Please review with your children the following:

.Specific content of newsletter. Use your judgement regarding appropriateness of article and length of discussion according to the level of ability of your children.

.The importance of Parents receiving this newsletter on the SAME DAY that it is issued to them.

.The importance of this newsletter as a vital means of communication between the school and home.

Further Requests and Suggestions

.Children who are absent on the day of distribution must be given a copy upon their return to school, or have a copy sent home via another child.

.Provide bulletin board space in your classroom for posting of these newsletters throughout the school year.

.Use the newsletter as supplementary reading material for your classes.

1.13 Control Throughout the School Day

.Review the procedures for yard line-up, quiet on staircases and in corridors, and immediate response to the whistle, and/or direction of any adult on the staff. This should be an on-going aspect of your daily "guidance" activity with your pupils.

.Be sure to meet your children promptly, at 8:40 morning line-up and after lunch pick-up.

.Attend to the details of daily schedules and routines. Oversights and inadvertences lead to "incidents".

.Never leave your class unattended for impromptu corridor meetings or for any other reason.

.Plan and over-plan, if necessary, to keep the pupils working continuously on worthwhile activities.

.Maintain a steady, energetic pace morning and afternoon to prevent pupil lagging and boredom.

.Prepare for orderly and prompt dismissals.

.Caution pupils never to go below the main floor level: the basement and boiler room are out of bounds.

.Be absolutely sure to personally dismiss the children outside of the building to the bus-drivers and remind them to go directly home.

1.14 Detaining Pupils After School

ONLY WITH WRITTEN PERMISSION FROM YOUR GRADE SUPERVISOR

1.15 Limiting Pupil Out-of-Room Movement in order to:

.avoid interrupting instruction
.improve pupil achievement
.prevent accidents and incidents

.LEAVING THE ROOM: EXCEPT IN CASES OF EMERGENCY, PUPILS MAY NOT LEAVE THE ROOM DURING MATH AND READING PERIODS

.Pupils in Gr. 4,5,6 should be discouraged from using the lavatories during instructional time. Use good judgement. Please encourage your pupils to use the lavatories during the lunch period.

.Out-of-Room Book and Pass

..Direct pupils to sign the Out-of-Room Book at all times when leaving the classroom.

..Periodically check the "recordings in the out-of-room book. (Sample page discussed at grade conference.) The name of every pupil leaving the room and the time must be entered. If you allow a child to go in an emergency, note the word "emergency" next to his name.

..Direct pupils to use the out-of-room pass.

..Out of Room Passes must be made of soft cardboard. Never use any hard objects such as plastic, wood, etc. Use rounded corners even on the cardboard to avoid accidents. Passes should identify class and room. Passes should be re-made periodically to keep them fresh and clean.

.Out-Of-Room Activities

..Out-of-Room information kept visible and utilized regularly.

..Instruct pupils never to use the auditorium or gymnasium as a corridor.

1.16 Never leave pupil monitors working alone in a room during lunchtime, before the session starts or after dismissal. Pupils must never be left unsupervised anywhere in the building.

1.17 Keep the classroom door unlocked, though closed, while you are in the classroom.

1.18 Close all windows before leaving classroom at the end of the day.

1.19 Direct pupils to place chairs on desks. Provide time for a routine class clean-up daily. Reminder - Classrooms will be swept alternate days only. Please cooperate.

1.20 Turn off the lights and lock your door whenever you leave the room at lunchtime and/or 3 PM. Turn lights to conserve power whenever your leave the auditorium or your classroom.

1.21 Leave teachers rooms clean after snacks and lunch. Disconnect electric percolators and appliances before leaving. Check carefully.

1.22 Pupil Accounting and Records

.Pupil Personnel Secretary - Mrs. Mary DeRos.

.Pupil Emergency Information Cards to be distributed to pupils as homework assignment during the week of 9/10/79.

.Class Report on Register and Attendance, due promptly at 9:15 AM on MONDAYS

..In column 8, please include weekly percentages of class attendance.

..At the end of each month be certain that grade totals are completed and record the monthly percentage of class attendance in the box "Percent of Attendance."

.Recordings and Comments on Pupil Cumulative Record Cards

..Total Objectivity must be reflected in all comments substantiated by ratings.
..Avoid comments made in anger and/or based on one incident.
..All information that is made a part of the permanent record of the student shall be made available at regular intervals and upon request for examination by the parents. (consult with your grade supervisor when such requests are made)
..Parent may make notes.
..Records at no time may be removed from the school by the parents.
..COMMUNICATION MUST BE SOLELY WITH PARENT OR GUARDIAN WITH WHOM CHILD RESIDES.
..All comments re: emotional problems (e.g., Health Card Entries) must be discussed with the guidance counselor before any such entries are made.

.Attendance and Punctuality

..Ref. School Bulletin No 3M
..As a result of budget cuts, we have very limited school aide hours for attendance. Classroom are requested to follow-up on suspicious absences and use all listed techniques in above school bulletin in order to obtain excellent pupil attendance and punctuality.
..Notify supervisors of children who are suspected truants.
..Insist on absence notes even for half or one day absences

1.23 Messages and Requests

.Refrain from using pupils as messengers for personal use.
.Use the letterboxes in the Main Office yourselves.
.Place messages and requests in the letterboxes of persons in charge when you arrive in the morning, during your prep or lunch periods and/or when you leave after school.
.Refrain from sending pupils in search of adults except in cases of emergency where the safety of pupils is in jeopardy.
.Date all written business messages.
.Indicate "time" if pupil left room without permission, sustained injury, etc.

1.24 Sick or Injured Pupils

.Pupils who feel ill or suffer an injury should be sent to supervisor immediately.
.Supervisor will notify parent if it is necessary for child to be sent home.
.Under no circumstances can a child be sent home during the school day unless called for by a responsible adult (with parental approval)
.Pupils may only be sent home during lunch hour with knowledge of supervisor and consent of parent.

1.25 School Buses, Passes, etc.

.Ref: School Bulletin No. ___
.Passes which are lost cannot be replaced
.Send requests for passes for newly enrolled pupils, in writing, to Mrs. Fleischmann.
.Pupils who move out of Dist. 7 during school term are not eligible for a bus or train pass. Notify supervisor in writing giving the name and new address of any such pupil.

I.E6 Personnel Matters

.Make note of our telephone number: 993-1840,1841
.Use public telephone at foot of main staircase for personal calls.
.Protect Your Paycheck:
Your must sign the front of your paycheck immediately upon receipt.
Do not sign the back of the check until you are ready to cash it.
.Read and initial all bulletin board notices daily, and check your mailbox before 8:40 A.M. at lunch time and at 3:00 PM.
IT IS IMPERITIVE THAT THIS PROCEDURE BE FOLLOWED thereby eliminating the use of limited office personnel and monitors to pursue you for the signature.
.Check your mailbox yourself every morning when you pick your keys up and every afternoon when you hang up your keys.
.Always hang your keys on the proper hook in the key cabinet before leaving school, and then in the morning take them yourself.
If you stay late and the office door is locked, put your keys through the slot out for that purpose in the office door.

DO NOT TAKE KEYS HOME WITH YOU!: DO NOT SEND PUPILS TO THE OFFICE TO GET KEYS OR HANG THEM UP AT ANY TIME!

.Safeguard pocketbooks and monies collected at all times.
.Avoid working alone in the building after dismissal unless you make arrangements with another adult.
.Notify Mrs. Lieberman at least TWO weeks in advance if you request attendance at a special convention and/or conference. The District Community Superintendent and School Principal must give approval for such attendance.

.Faculty Automobiles
Please send to Main Office (Mrs. Lieberman's letterbox) completed School Form No.75 - Information Re: Personal Automobiles-Due:9/7/79.

..Since we have been having difficulties, and many of you have received summones for parking violations, warranted or not, please observe the following:
-Do not double park
-Display your official 1979 sign noticeably
-For safety, park only in the area designated for Bd. of Ed. personnel
-Make every effort to leave enough room to enable other personnel to park.
-Be sure that the office has a record of the license number and make of your car. Notify Ms. Succof immediately upon change.
-If the car is ticketed, see Mrs. Succof about procedures to follow. Please be advised that the Parking Violations Bureau will not accept for Valid Verifiable Defense Consideration for any of the following violations under any circumstances:

Double Parking, Fire Hydrants or Fire Zones, Bus Stops, Sidewalks, Crosswalks and Driveways, No Standing Zones, Obstructing Traffic

.Consult with Mrs. Lieberman between 8 and 8:30 AM regarding personal matters (e.g., payroll, absences, in-services courses etc.) It is preferable to send Mrs. Lieberman such matters in writing in advance of meeting with her.

.Adult Reference Material Available in General Office
Ask Mrs. Succof for information on: Travel, Study, Cultural Activities.

.In-Service Courses for Salary and Service Increment and Credit
..Discuss requirements with Mrs. Lieberman, School Secy.
..Submit to Mrs. Russo for approval, in advance, the courses you plan to take. Indicate the title and institution where course is to be given. See Mrs. Lieberman for Form No.144.

.SPS 31 Faculty Conferences
..Keep Mondays available - Schedule to be announced

.Community School Board 7 Meeting - See Faculty Bulletin Board for announcement of meeting date.

.Use of School Telephone - No personal call outgoing
Emergency incoming calls only

PLEASE REALIZE THAT USE OF SCHOOL TELEPHONES MUST BE LIMITED INASMUCH AS WE HAVE ONLY TWO LINES AND PHONES CANNOT BE TIED UP. MAKE EVERY EFFORT TO UTILIZE WRITTEN COMMUNICATION WHENEVER POSSIBLE.

.School Lunches

..Adult personnel must pay for school lunch
..Check menu posted in office when you clock in at 8:40 AM
..Mrs. Succoj will provide you with lunch Coupon each morning [8:30-9:00 AM]. Price: $1.25.
..Mrs. Donahue will provide you with lunch only if you submit Lunch Coupon.
..Do not obtain lunches from pupils or have them carry lunches around building for you.

.Faculty Emergency Form #3
..Due 9/14/79 to Mrs. Lieberman. Please complete all blanks!

1.27 Report All Accidents Immediately

Adult Accidents: Report to supervisor and to secy, Mrs. Lieberman at once

Pupil Accidents: Report to Grade Supervisor. Consult with your Grade Supervisor in completing accident report.

.There must be statements from yourself as well as witnesses.

1.28 Fire Drill Procedures

.Refer to School Bulletins 30, 37
.Familiarize yourselves with staircases, routes and exits.
.N.B. - If exit or staircase seems to be crowded, use nearest available exit.

.Study and follow these procedures:
..When a fire is discovered or suspected, the interior fire alarm must be activated immediately and the building completely evacuated. Under no circumstances will the interior alarm be cancelled or decommissioned to avoid the inconvenience of false alarms. If necessary, the school Custodian will assist in a demonstration of operating the interior alarm.

2. Instruction and Curriculum
[Procedures for Maintaining the most effective instructional program. Desirable pupil control and classroom management]

2.1 Set the Tone
-Set the right example yourself.
-Create a learning working environment.
-Maintain a pleasant atmosphere, controlled by free of tension.

2.2 Furniture:
..Should be arranged to make the room look more spacious.
..Should allow for group instruction and learning.
..Should allow for aisles and safe and easy movement by pupils and teacher

2.3 Class Seating Plan - Prepare a class seating plan for the first week of school. Use "Class Seating Plan Form" provided. Keep up-to-date and available in Roll Book for use by Cluster, Special Area Substitute Teachers.

2.4 Chalkboards:
.Teacher's writing should serve as a model
.Should be washed daily
.Assign pupil monitors on a rotation basis

2.5 Attendance Board
..Should be maintained daily with latest register and no separation of boys and girls
..Date should also be recorded daily
..In upper grades - class secretary can be trained to handle the attendance board.

2.6 Planning and Plan Books: For All Teachers [Classroom & Clusters]
In order to provide an effective instructional program, it is essential that you plan thoroughly and appropriately. The quality of your planning will be discussed at group and individual conferences as needed.

2.6.1 All plan books (General and Reading will be reviewed periodically by supervisors as follows:

Sept. 17 - All Teachers
24 - Grades 1,3
Oct. 1 - Gr. 2,4
Oct. 8 - Gr. 5,6
Clusters and Title I
(Balance of schedule to be issued)

2.6.2 Format
.General Plan Book: All curriculum areas except reading
.Grow Reading Plan Book: Prepare a separate Reading Plan Book
.Spiral notebook preferred. If you use Box type, be sure to adequately fulfill the planning needs
.Labelled clearly on the outer cover with teacher's name, class or special area, location.
.Maintained neatly and legibly.
.All Plan Books should reflect planning for the week ahead.
.Items not completed, but still appropriate, should be included for the following week.
.Note in red, plans which evolve from the children as you work with them.

2.6.3 Content Guidelines - Include the following items in your plan
.Specific aims and objectives for the lesson
.Interesting and appropriate motivation
.Sequential listing of pupil activities and experiences designed to enhance the lesson.
.Varied and suitable materials of instruction
.Lists of appropriate questions to encourage discussion and thinking.
.Appropriate medial and final summaries.
.Methods for evaluating the lesson
.Provision for an assignment and for following up the lesson

2.7 Curriculum Bulletins
.Ascertain needs
.Consult Ms. Flaherty concerning curriculum guides for your assignment and the return of any no longer appropriate.
.Refer to these guides for your weekly planning.

2.8 Pupil Notebooks
-Pupil Notebooks are often a reflection and record of the kind and quality of work done in the classroom.
-Notebooks should evidence work in the different curriculum areas: Spelling, Reading, Math, Social Studies, etc.
-Organizational skills and work study habits should be developed in the maintenance of notebooks by encouraging pupils to write headings title of assignment, numbering or outlining work, spacing of example or exercises.
-Evidence of teacher's corrections and comments should be neat, purposeful and constructive in nature.

2.9 Homework - Ref. School Bulletin No. 3+1
Homework is a "Must" daily to be done at home!
There must be evidence that the Homework has been checked daily.
Homework assignment must appear in your Plan Books. (Reading and General Plans)

Time Allotment: Adhere strictly to the following schedule

Grade 1 - 15 min.
Grade 2 - 15-20 min.
Grade 3 - 20-30 min.
Grade 4 - 20-40 min.
Grade 5 - 40-50 min.
Grade 6 - 50-60 min.

2.10 Textbooks
.Should be neatly stacked on [illegible]ves and labeled according to curriculum area.
.Workbooks and texts (in desks) which go home should be covered and labeled with school, title of text, class, pupils name.

2.11 Class Libraries - Ref: School bulletin #6C - Classroom Libraries '78-79. Please refer to this bulletin for procedures re: the effective use of class libraries and for specifics re: securing books.

2.12 Planning Class Trips - Discuss plans for trips with your supervisor prior to confirming and scheduling such trips. Be sure to indicate this approved date on the trip calendar posted in the Main Office. See Mrs. Succof for proper form (Bus or Train Request Form):

*Bus Request: at least one month prior to trip

Train Request: at least two weeks prior to trip

*You will be notified when buses are available for trips

2.13 School Reading Program

.Target date for Departmentalized Reading Program has been set for week of Sept. 24th

Classroom Teachers: Please complete S.F. #151A, "Rdg. Group Class Disposition Sheet" and forward to M. Roschelle, Thurs., Sept. 6, 9:00 A.M.

.All Reading Group Teachers: You will be receiving S.F. #151 "Rdg. Group Composition" (on Friday, Sept. 21) which will list those children in your group(s) and their official class placement.

.Materials of instruction will be distributed to all groups during weeks of Sept. 24 and Oct. 1.
Materials on order will be forwarded as soon as possible.

.Note: Classroom Teachers : should have readily available (i.e., in marking book or other pupil progress-keeping device) the reading level of each pupil, his/her class even if pupil is not in reading group.

2.14 Holdovers (Current and Previous)

.Classroom must maintain a listing of all current holdovers and holdovers from previous years with the date of retention.

.All current holdovers will be programmed to Title I groups.

.Potential Holdovers

-Any child who has never been retained and scored below grade level on June 1979 test is to be considered a potential holdover.

-Both Reading and Classroom teachers must maintain a record of these pupils

2.15 Specific Learning Disabilities Program

References: S.E. 3E
Preschool Tests that Help Identify Learning Disabilities

Pupils who were recommended by staff in June 1979, tested by COW during the summer and found to be eligible for the SLD program will be programmed for group instruction (daily) to the teacher of SLD. Specific names and details of program will be forthcoming.

2.16 Opening Morning Exercises and Routines

.Open the school day by engaging children in a salute to the flag and singing of a patriotic song.

.Grades 4-6 - Star Spangled Banner, America the Beautiful or the 4th Stanza of America song selection alternated on daily weekly basis.

.Grades K-3 - an appropriate patriotic song

.Greet the children and complete early morning clerical procedures as follows: attendance board completely recorded with register attendance and names of pupils who are absent.

.Develop daily - a cooperative class plan

Record on chalkboard or experience chart posted conspicuously and checked off as activities are accomplished. In primary grades (1,2,3) complete sentence should be recorded.

Check periodically (at least monthly) pupil addresses, telephone numbers, etc. Make changes on necessary records: roll book, record cards, emergency forms, etc. (IMMEDIATELY NOTIFY PUPIL PERSONNEL SECRETARY OF SUCH CHANGES)

2.17 A.V. Materials and Instructional Program
(Ref: A.V. Handbook 1978-79)

.All A.V. hardware (phonographs, tape records, etc.) will be distributed by Mr. Lewis week of Sept. 10th and 17th.

.Make any special requests to Mr. Lewis in writing.

.Make selections inwriting from Mrs. Straubinger by placing a note in her letterbox at least 3 days before materials are required.

.Software is on loan from one to two weeks.

.Return materials to Mrs. Straubinger in library after 9:40 any day.

.Your request note will be returned to you stating that you have returned materials.

2.18 TITLE IX COMPLIANCE

Title IX of the Education Amendments prohibits sex discrimination in Federally Assisted education programs. We are therefore required to bring to your attention the following Policy Notification:

"It is the policy of the New York City Board of Education not to discriminate on the basis of sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to Janet Gordon at Community School District 7 501 Courtlandt Ave, Bronx, N.Y. 10451, telephone 292-0481, or to Ms. Lynette Tucker, Division of Personnel, 65 Court St., Brkyn, N.Y. 11201, room 703, or to the Director of the Office for Civil Rights, Dept. of Health, Education & Welfare, Washington D.C.

.The above policy can be implemented by:

-avoiding the seperation of boys and girls when pupils line-up

-avoiding the seperation of boys and girls on the attendance board (use totals only!)

-avoiding the seperating of boys and girls for seating purposes

-avoiding books or stories which stereotype male and female roles, occupations, etc.

-addressing groups as "children" rather than "boys and girls".

(Mrs.) Carol Russo
Principal

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APPENDIX D - 2

SCHOOL BULLETIN #25A: ORGANIZATION OF READING GROUPS

THE WILLIAM LLOYD GARRISON------SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 25A
Revised Jan. 16, 1980

January 29, 1980

ORGANIZATION OF READING GROUPS

GRADE 1 & 2 - 9:40-10:25

Group	Teacher/Area	Reg.	Range	Composition		Para
1-1	M. Reilly 202	21	1.0-1.5	1R, 1B		
1-2	S. Beane 304	20	PPII-1.0	1R, 1S, 1B		
1-3	B. Boyer 310	19	PPI-PPII	1R, 1S, 1B		
1-4	P. Flaherty-Lib.	14	PPI	1S	-	M. Conyers
1-5	J. Liner 311	14	PPI	1B	-	R. Dorsey
1-6	L. Kaponer 303	31	ESL-PP	1K	-	A. Garcia
2-1	M. Mooney 307	24	2.5-3.0+	2M, 1R		
2-2	S. Geiger 305	22	2.3-2.5	2M, 2G, 1R		
2-3	D. Richter 302	20	1.8-2.2	1R, 2G		
2-4	R. Eberlein 100	14	1.5-1.8	2G, 1R	-	M. Davis
2-5	S. Perry 511	12	PP-1.0	2G, 1R	-	L. Beasley
2-6	J. Herbin 211	12	PPII-1.2	2A		
2-7	P. Acevedo 301	14	PPII-1.0	2A		

GRADES 3 & 4 - 10:30-11:15

3-1	M. Lorenzo 308	25	3.3-3.8	3K		
3-2	G. Lewis 209	23	2.8-3.4	3K, 3D, 3R, 3L		
3-3	S. Rosen 306	23	2.8-3.0	3K, 3D, 3R, 3L, 3/4K		
3-4	N. Dehais 309	21	2.5-2.8	3D, 3R, 3L, 3/4K		
3-5	J. Liner 311	14	2.0-2.5	3K, 3R, 3L	-	R. Dorsey
3-6	S. Perry 511	13	1.0-1.8	3D, 3R, 3L	-	L. Beasley
4-1	K. Johnson 308	24	3.8-4.5	4J		
4-2	R. Aussso 410	19	2.9-3.4	4J, 4A, 3/4K	-	M. Davis
4-3	P. Flaherty-Sch FL	13	1.8-2.8	4A	-	M. Conyers
3/4-4	J. Herbin 211	13	1.5-2.5	3/4K, 4A, 3R		
3/4-5	A. Kramer 210	17	PP-1.8	3/4K, 4A, 3R	-	A. Garcia

GRADE 5 - 11:20-12:10

5-1	R. Lehner 402	19	5.3-6.0+	5R		
5-2	P. Flaherty-Sch FL	14	4.6-5.2	5R, 5P	-	R. Dorsey
5-3	S. Perry 511	12	3.8-4.5	5R, 5P	-	L. Beasley
5-4	F. Percy 208	10	1.8-3.8	5P	-	M. Davis

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APPENDIX D - 3:

SCHOOL SCHEDULE #3 - 7

THE WILLIAM LLOYD GARRISON-----SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL SCHEDULE 3 October 1979

SCHOOLWIDE ACTIVITIES - MONDAYS - 1979

TIME	ACTIVITY	CLASS/GROUP	AREA
8:00-8:25	Breakfast Program-Mr. Lewis	Kgn.-6	Yard
8:50-9:35	Assembly (alternate weeks)	Gr. 3	Aud.
	Art	5R	401
	Music	Kgn.	203
	Health Ed	6P	Gym
	Reading Lab	4A	403
	Bilingual Program	1K, 2A, 3/4K	303, 301, 210
9:40-10:25	Group Reading	Gr. 1, 2	Gr. 1: 202, 303, 304, 310 311, Lib Gr. 2: 302, 305, 301, 307, 211, 100, 511 Title I: 311, Lib. 211, 100, 511
	Art	3/4R	401
	Bilingual Program	1K, 2A	303, 301
		3/4K	210
	ESP (Gifted)	3M, 3/4R	407, 401
		4F, 5B, 5K (Math, SS)	502, 405, 404
		6P, 6R	505, 504
10:30-11:15	Group Reading	Gr. 3, 4	Gr. 3: 308, 209, 306, 309 Gr. 4: 408, 410 Title: 311, 511, 510, 211
	Bilingual Program (Reading)	1K	303
	(Lib. (ESL)	3/4K	210
		2A	501
	ESP (Gifted)	3M, 3/4R, 4F-Rdg.	407, 401, 502
		5K, 5B (SS, Math)	404, 405
	(Art)	6R	504
		6P	505
	Large Group Music	Gr. 1	Aud.
	Math (Title I)	5W	100
	Rdg. Lab	4K	403
11:25-12:15	Gr. 3, 4 Lunch (Film Program)		Yard, Aud.
	Group Reading	Gr. 5	402, 208, TitleI: 510, 511, 403
	Rdg. Lab	5W	403
	Bilingual Program	1K, 2A	301, 301
	ESP	5K (Health Ed.)	Gym
		5B	405
		6P	505
		6R	504
	Library	2M	501
	Title I: Rdg., Math	2R	301, 100

SCHOOLWIDE ACTIVITIES - MONDAYS 1979

TIME	ACTIVITY	CLASS/GROUP	AREA
12:30-1:10	Gr. 1,2 Lunch (Film Presentation)		Yard Aud.
	Bilingual Program	3/4K	210
	ESP	4F-Art	502
		5B(current events)	405
		3/4R	401
		5K	404
		6P	505
		6R	504
	Music	4J	408
	Library	3D	501
	Title I Reading	3R	306,511
1:00-1:50	Gr. 5,6 Lunch Hours		Yard Aud.
1:15-2:00	Bilingual Progarm	1K,2A	303,301
		3/4K	210
	ESP	3J(Music)	407
		3/4R,4F	401,503
		5K,5B	405,404
		6P,6R	505,504
	Title I-Writing,Math	2G	305,100
2:05-2:50	Health Ed.	4A	Gym
	Art	4K	409
	Music	3K	308
	Library	3L	501
	Title I-Reading,Writing	5P	510,208
	ESL	3/4K	211

HL/ss

THE WILLIAM LLOYD GARRISON-------SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst.Prin.

SCHOOL SCHEDULE NO.4 October 1979

SCHOOLWIDE ACTIVITIES - TUESDAYS - 1979

TIME	ACTIVITY	CLASS/GROUP	AREA
8:00-8:25	Breakfast Program-Mr. Lewis	Kgn.-6	Yard
8:50-9:35	Assembly(alternate weeks)	Gr.5,6	Aud.
	ESP	4F,3/4R	502,401
		3M	407
	Bilingual	1K,2A	303,301
		3/4K	210
	Title I: Rdg.-Math	3L	511,100
	Reading Lab	4A	403
9:40-10:25	Group Reading	Gr. 1,2	Gr.1: 202,203,304,310,311,Lib. Gr.2: 302,305,301,307,211,100,51 Title I: 311,Lib.,211,100,511
	Bilingual Program	3/4K-Music	Aud.
	ESP	6R,6P	504,505
		5K,5B	404,405
		4F	502
	Large Group Music	Gr.3/4,4	Aud.
	Reading Lab	4K	403
10:30-11:15	Group Reading	Gr.3,4	Gr.3: 308,209,306,309 Gr.4: 408,410 Title I: 311,511,510,211
	ESP	6P-Music	505
		6R	504
		5B,5K	405,404
		3M	407
	Multi-Media	Gr.1,2	Aud.
	Title I-Math Group	5W	100
	Library	5R	501
11:25-12:15	Gr.3,4 Lunch (film program)		Yard,Aud.
	Group Reading	Gr. 5	402,208
			Title I: 510,511,403
	Bilingual Program	2A,1K	301,303
	ESP	6R-H.E.	Gym
		6P	505
		5B-Art	405
		5K	404
	Rdg. Lab	5W	403
12:20-1:10	Gr. 1,2 Lunch(Film Presentation)		Yard,Aud.
	ESP	6R,6P	505,504
		5B	405
		5K-Music	304
		4F,3/4R	502,401
		3M-Art	407
	Bilingual	3/4K	210
	Reading Lab	5P	403

TIME	ACTIVITY	CLASS/GROUP	AREA
1:00-1:50	Gr.,5,6 Lunch		Yard,Aud.
1:15-2:00	Bilingual Program	3/4K	210
		2A,1K	301,303
	ESP	4F,3/4R	502,401
		3M	407
	Title I-Rdg.,Writing	4L	511,410
2:05-2:50	Chorus	Gr. 4,5,6	Aud.
	ESP	6P,6R	505,504
		5B,5K	405,404
		4B-Library	501
		3/4R, 3M	401,407
	Bilingual	3/4K	210
		2A,1K	301,303
	Title I: Writing,Math	3D	309,100
	Art	4J	408

HL/ss

THE WILLIAM LLOYD GARRISON-----SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL SCHEDULE NO. 5 — October 1979

SCHOOLWIDE ACTIVITIES - WEDNESDAYS - 1979

TIME	ACTIVITY	CLASS/GROUP	AREA
8:00-8:25	Breakfast Program-Mr. Lewis	Kgn.-6	Yard
8:50-9:35	Assembly(alternate weeks)	Gr. 4	Aud.
	Bilingual Program	1K, 2A	303, 301
		3/4K	210
	ESP (Gifted)	6P, 6R	505, 504
		5K, 5B	404, 405
		4F, 3/4R	502, 401
		3M	407
	Reading Lab	4A	403
9:40-10:25	Group Reading	Gr. 1, 2	Gr.1: 202, 303, 304, 310, 311, Lib. Gr.2: 302, 305, 301, 307, 211, 100, 511 Title I: 311, Lib, 211, 100, 511
	Bilingual Program	3/4K	210
	ESP Program	6P, 6R	504, 504
		5K, 5B	404, 405
		4F, 3/4R	502, 401
		3M	407
	Multi-Media	Gr. 3	Aud.
10:30-11:15	Group Reading	Gr. 3, 4	Gr.3: 308, 209, 306, 309 Gr.4: 408, 410 Title I: 311, 511, 510, 211
	ESP	6R, 6P	505, 504
		5K, 5B	404, 405
		3/4R, 4F	401, 502
		3M	407
	Large Group Music	Gr. 5, 6	Aud.
	Bilingual Program		
	Art(ESL)	1K	303
		2A	301
		3/4K	210
	Library	2R	501
	Reading Lab	4K	403
11:25-12:15	Gr. 3,4 Lunch(Film Program)		Yard, Aud.
	Group Reading	Gr. 5	402, 208 Title I: 510, 511, 403
	Bilingual Program	1K	303
		2A(ESL)	301
	ESP	6R, 6P	504, 505
		5K, 5B	404, 405
	Reading Lab	5M	403

(over)

TIME	ACTIVITY	CLASS/GROUP	AREA
12:20-1:10	Gr. 1,2 Lunch		Yard, Aud.
	(Film Presentation)		
	Bilingual Program	3/4K	210
	ESP	6R, 6P	504, 505
		5K, 5B	404, 405
		5M	406
	Music	5P	403
	Reading Lab		
1:00-1:50	Gr. 5,6 Lunch		Yard, Aud.
1:15-2:00	Bilingual Program	1K, 2A	303, 301
		3/4K	210
	ESP	3, 4R, 4F	401, 502
		3M	407
	Health Ed.	4K	410
2:05-2:50	Title I (Reading, Writing)	5P	208, 511Alc.
	(Math)	4K	100
	Health Ed.	4F	Gym
	Library	4J	501
	Art	2G	305
	Music	1R	202
	Bilingual Program (ESL)	3/4K	210
		1K, 2A	303, 501

HL/ss

THE WILLIAM LLOYD GARRISON-----SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL SCHEDULE NO.6 October 1979

SCHOOLWIDE ACTIVITIES - Monday

TIME	ACTIVITY	CLASS/GROUP	AREA
8:00-8:25	Breakfast Program-Mr. Lewis	Kgn. 6	Yard
8:50-9:35	Assembly(alternate weeks)		Aud.
	Bilingual Program	3/4K	210
		1K, 2A	303, 301
	ESP(Gifted) -Cycles	6P, 6R	505, 504, 510
		5K, 5B	404, Gym, 407, 408
		3/4R, 4F, 3M	401, 502, Aud, 112
	Title I -Math	4K	407, 100
	Rdg. Lab	4A	403
9:40-10:25	Group Reading	Gr. 1,2	Gr.1: 102, 303, 304, 310, 311, Lib.
			Gr.2: 302, 305, 301, 307, 211, 100, 511
	.Title I Groups		311, Lib. 211, 100, 511
	-Cycles(contd)	6P, 6R	505, 504, 510
		5K, 5B	404, Gym, 408
		3/4R, 4F	401, 502, Aud, 112
		3M	407
10:30-11:15	Group Reading	Gr. 3,4	Gr.3: 308, 209, 306, 309
			Gr.4: 408, 410
	.Title I Groups		311, 511, 510, 211
	ESP	6P-Art	505
		6R	504
		5B, 5K	404, 405
		3/4R, 4F	401, 502
		3M	407
	Health Ed	5P	Gym
	Title I-Math	5M	100, (406-Tax Levy Rm)
	Bilingual Program	3/4K	210
		1K	303
	Music	Gr. 2	Aud.
	Reading Lab	4K	403
11:25-12:15	Gr. 3,4 Lunch (film program or yard)		Yard, Aud.
	Group Reading	Gr. 5	402, 208
			Title I: 510, 511
	Bilingual Program (ESL)	1K,	211, 303
	ESP	6R-Music	504
		6P	505
		5K, 5B	404, 405
	Reading Lab	5M	403
	Library	1R	202

THE WILLIAM LLOYD GARRISON-------SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL SCHEDULE #7 October 1979

SCHOOLWIDE ACTIVITIES - FRIDAYS - 1979

TIME	ACTIVITY	CLASS/GROUP	AREA
8:00-8:25	Breakfast Program-Mr. Lewis	Kgn.-6	Yard
8:50-9:35	Assembly(alternate weeks)	Gr. 2	Aud.
	ESP (Gifted)	6R,6P	504,505
		5K,5B	404,405
		4F,3/4R	502,401
		3M	407
	Bilingual	1K,2A	303,301
		3/4K	210
	Title I -Math	4K	100
	Reading Lab	4A	403
9:40-10:25	Group Reading	Gr. 1,2	Gr.1: 202,303,304,310,311,Lib Gr.2: 302,305,301,307,211,100,511 Title I: 311,Lib,211,100,511
	Bilingual Program	3/4K	210
	ESP Program	6P,6R	505,504
		5K,5B	404,405
		3/4R,4F(ESP)	401,502
		3M-Music	Aud.
	Music	Gr. 3	Aud.
10:30-11:15	Group Reading	Gr.3,4	Gr. 3: 308,209,306,309 Gr. 4: 408,410 Title I: 311,511,510,211
	Multi-Media	Gr.5,6	Aud.
	Reading Lab	4K	403
	Music	2M	307
	Library	1B	501
	Bilingual Program	1K,2A	303,301
11:25-12:15	Gr.3,4 Lunch(Film Program)		Yard,Aud.
	Group Reading	Gr. 5	402,208 Title I: 510,511
	Reading Lab	5M	403
	Bilingual Program	1K-ESL	303
		2A	301
	ESP	6R,6P	504,505
		5K,5B	404,405
		4F,3/4R	502,401
		3M	407
	Title I: Reading,Math	2R	311,100
	Library	1S	501
	Drama Group	Gr. 4-6	Gym

APPENDIX D - 4:

SCHOOL SCHEDULE #8

THE WILLIAM LLOYD GARRISON---SPECIAL PRIMARY SCHOOL #1, BRONX

Principal: Carol Russo

Assistant Principal: Madeline Golia

SCHOOL SCHEDULE NO. 8

SPS 31 MASTER SCHEDULE OF PREPARATION PERIODS, SCHOOL WIDE PROGRAMS AND ACTIVITIES - 1979-80

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 8:25		Breakfast Program - Mr. Lewis-in-Charge				
8:25 - 8:40		Line-Up: Gr. Kgn. 1,2,3L,3/4K - Auditorium - Ms. Roschelle Line-Up: Gr. 3D,3R,3/4R 3K 4,5,6 - Yard - Mr. Lewis				
8:50 - 9:35	1	5R-Art(402) PP 6P HE(Gym) PP Rdg.Lab 4A(403) Gr. 3 Assembly	5W HE(406) PP 3L Rdg/Math-510/100 PP Gr.5,6 Assembly 6R Lib Rdg.Lab 4A(403) 3W Math Lab	1B Art(304) PP Prim.Chorus-Aud/502 Gr.4-Assembly-Aud 2M HE(305) Rdg.Lab 4A(403)	ESP Cycles-Lib, Aud,Gym & (9-10:25) ESP Classrooms 4K-Math Group(100)-Sp.Prim Rdg.Lab 4A(403) Kgn.-ECTIP (203)	Gr. 2 Assembly 4J HE(Gym) PP 2G-Lib 5R-Math Lab-2AMath Lab
9:40 - 10:25	2	3/4R Art(401) PP 5K Math Lab Gr. 1,2 Group Reading	3R Art(306) PP-5PMathLab Gr. 4 Music (Aud) 4F HE(Gym) PP 4A Math Lab	Gr.3 M/M (Aud) 4F HE(Gym) 3/4R Math Lab		Gr.3 Music (Aud) 4F ESP(502) PP 4J Math Lab 3/4K MathLab
10:30 - 11:15	3	Gr. 3,4 Group Reading 6R Art(504) PP 2A Lib(501) PP Gr. 1 Music (Aud) Spec.Prim Math 5W (100) Rdg.Lab 4K (403) 5W Math Group (100) Sp.Prim 2R HE -5B Math Lab	Art Workshop-Guid. (112) 5R Lib (501) PP 6P Music (505) PP Spec.Prim.Math 5W (100) Gr. 1,2 M/M (Aud)	1K Art (303) PP 2R Lib (501) PP Gr. 5,6 Music (Aud) 2G HE	1K Lib Gr. 2 Music (Aud) 5P HE (Gym) PP Spec.Prim.Math 5W (100) 5W Math Group(100) Sp.Prim	1B Lib (501) PP 2M Music(307) PP Gr. 5,6 M/M (Aud) 2A HE 1K Math Lab
11:25 - 12:15		Gr. 3,4 Lunch Hour				

SCHOOL SCHEDULE NO. 8 (Master Schedule 1979-80)

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:20 - 12:10	4	Gr. 5 Group Reading 2M Lib(501) PP 5K HE(Gym) PP 2M Lib (501) PP 1R EC/M TIP (311/100)PP 5W Rdg. Lab PP	5B Art (405) PP 6R HE (Gym) PP 6P Lib	1S Art (310) PP 5B Art (405) PP 5P Lib 2A ESL TIP (301) 1K HE (Gym) 1S Art (310) PP	6P Art (505) PP 1R Lib (501) PP 6R Mus (504) PP 2M EC (307) PP 1K ESL TIP(303) PP 1R Lib(501) PP 1S HE(Gym)	1S Lib(501) PP 2R EC/Math TIP PP 1K(303)ESL PP 2R EC/M TIP(211/100) PP 1S Lib(501)
12:15 - 1:00	5	5B ESP(405) PP 4F Art(502 PP 4J Mus(408) PP 3M HE 3D Lib(501) PP 3R EC/Rdg TIP(311/311)PP 3K Math Lab	5K Mus(404) PP 3M Art(407) PP 5W/5P ESL Sm.Grp(211) 5B Lib 3D HE 6P Math Lab 3L Math Lab	5W Mus(406) PP 3/4R Lib(501) PP 3L HE 3D Math Lab	5K Art(404) PP 5R HE(Gym) PP 3M Lib(501)	5W Lib 3/4R Mus(401) PP 3M HE 5W/5P ESL Sm.Grp. (211) 4K Math Lab
12:20 1:10		Gr. 1,2 Lunch Hour				
1:00 1:50		Gr. 5,6 Lunch Hour				
1:15 - 2:00	6	4A Rdg/Wr.TIP(511/410 PP 3/4R HE 2G Wr/MathTIP(305/100)PP 4F Math Lab -2A Mus. Kgn.SS(Span)	4K Lib - 2A EC(301) 3R HE 4A Wr/RdgTIP(410/511)PP Kgn.-Rdg/Math-Span. 4K Lib 2R Math Lab	4A Lib 4K HE (Gym) PP Sp.Prim.Tea.Conf(211) 2M Math Lab	3/4K HE - 2A EC(301) 3L Rdg/MathTIP(510/100)PP 1B Mus(304) PP Kgn.-Rdg/Math-Span 4A Lib 2G Math Lab	3D Gym 3R Lib 2G Wr/MathTIP(305/100)PP Kgn. (203) PP 1S Math Lab Kgn.SS-Mus(203) PP
2:05 - 2:50	7	5P Rdg.Wr(511/208) PP 4A HE (Gym) PP 4K Art(409) PP 3/4K ESL TIP(211/210)PP 5K Mus(308) PP 3L Lib(501) PP 5W Math Lab 1R Math Lab	4F Lib(501) PP 4J Art(408) PP 3D Wr/MathTIP(309/100)PP 1R HE Chorus (Aud) 3R Math Lab	5P Rdg.Wr(511/208)PP 4J Lib(501) PP 4K Math Sm.Grp(100) 3/4K ESLTIP (211/210)PP 2G Art(307) PP 1R Mus(202) PP 2A EC TIP(301) PP Kgn.-Rdg/Math-Span	5B HE(Gym) PP 5W Art (406) PP 3D Wr/MathTIP(309/100)PP 3R EC/Rdg.TIP(306/511) PP Gr.4 Mbl (Aud) 1S Mus(310) PP 5K Lib 1R Math Lab	4A Rdg.Wr(511/410) PP 3/4K Lib(501) PP 3K HE (Gym) 2A ESL (305) PP 1R Mus(202) PP 1B HE Basketball Team-Gym 6R Math Lab

217

218

APPENDIX D-5:

SCHOOL BULLETIN #38: FACULTY CONFERENCE NOTES

SCHOOL SCHEDULE NO. 8 - MASTER SCHEDULE 1979-80

LEGEND:

TIP	-	Team Instructional Period
RDG	-	Rdg. Teacher (Mr. Perry)
MATH	-	Math Teacher (Mr. Eberlein)
E.C.	-	Early Childhood Teacher (Ms. Liner)
RDG. LAB	-	Rdg. Lab Teacher (Ms. Geysen)
WRITING	-	Writing Teacher (Ms. Flaherty)
LIB	-	Library Period
H.E.	-	Health Ed. (Physical Ed Period) Ms. Gilman
PP	-	Preparation Periods
ESP CYCLES	-	Special Interest and Talent Program ESP Classes
M/M	-	Multi-Media Prep Period - (Mr. Lewis)
ESL	-	English Second Language Teacher (Ms. Herbin)
MATH TIP	-	Math & Math Resource Teacher & 2 Paras
MUSIC	-	Music Teacher (Ms. Stromberg)

THE WILLIAM LLOYD GARRISON-------SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 38 January 14, 1980

FACULTY CONFERENCE NOTES

JANUARY 1980

1980 SPS 31 RESOLUTION

WE RESOLVE TO CONCENTRATE OUR ENERGIES AND OUR EFFORTS IN THE UPGRADING AND MASTERY OF CHILDREN'S SKILLS IN READING, WRITING, SPEAKING AND SPELLING IN ORDER TO PRODUCE VORACIOUS READERS, PROLIFIC WRITERS AND ARTICULATE STUDENTS.....

Staff Development Program

Dates: Week of January 2 and January 7

Topic: Criterion Reference Testing

Facilitator: Mr. Hugh McKiernan, District 7 Test Coordinator

Workshops: January 4 - Grades 2,3 - 11:25-12:10
Grades 1,2 - 12:20-1:10

January 8 - Grades 5,6 - 1:10-1:50

Location: Reading LAB - Room 403

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1. Instruction and Curriculum

1.1 Reading Program

Ref: N.Y. Times Publication-Dec. 31, 1979 -Pupil Test Score (School Bulletin 38)

WE DID IT AGAIN!
WE'RE # 1 In DISTRICT 7
RANKING - DISTRICT 7 - #1
N.Y.C. - 197 out of 674 Elementary Schools

Success Factors

.YOU - DEDICATED, SKILLFUL TEACHERS WITH A HIGH LEVEL OF PERFORMANCE

.School Philosophy With Goals and Objectives

.Teacher/Staff Expectations of Pupil Achievement

.Pupil Attendance

.Nature of Our School Organization: (Programming for group and individualized instruction, etc.)

.School environment (positive and conducive to learning; orderly, clean, attractive)

.Well Disciplined Students

.Emphasis on READING and BASICS

1.2 Minimum Essentials

TO UPGRADE CHILDREN'S WRITING SKILLS GRADES 1-6

(These MINIMUM essentials are required for implementation by January 18

.Establish a class bulletin board in an area of the classroom which will be designated the "Writing Skills Learning Center". Display daily (changing weekly) the model samples of children's writing which result from lessons in the functional writing skills.

.Refer to your grade guides and courses of study in planning your weekly lessons.

N.B. Directed reports, book reports, etc. are not lesson materials in this category.

1.2 Minimum Essentials To Upgrade Children's Writing Skills (continued)

.Include in your weekly plans specific skills you are teaching. These skills must be taken from your Bd. Of Education Publications, Grade guides and courses of study. The new bulletin you will be receiving "Minimum Teaching Essentials K-9" soon will also be your reference. Other instructional materials such as workbooks, texts, etc., are supplementary to your instructional program.

.Maintain pupil folders with all of their writing samples.

.Spelling Skills are an inherent part of this program.

.Daily drills are essential
Rationale: Drills are as necessary to the ability to speak and write correct English as are piano scales to the ability to play concertos....

.Grade level contests coordinated by Mrs. Rescalla and Ms. Flaherty will be implemented. Details will follow.

.Implement in your weekly Spelling Program more activities such as CLASS SPELLING BEES.

Mrs. Golia and I will review pupil work and teacher lesson plans in this area in our planned daily visitation schedule beginning Wednesday, January 16th.

1.3 MID-YEAR PROGRESS ASSESSMENT - ALL SCHOOLWIDE PROGRAMS

January 16 through February 29

.Mrs. Golia and I will visit daily 9:00 - 11:30 A.M. to assess progress and to identify need for modifications in workplans, programming, etc. We will utilize techniques including review of pupil notebooks, teacher plans, classroom instructional methods, instructional materials, discussions and conferences with staff and students.

1.4 Projected Staff Development Program for Faculty Conference - February - May

General Topic: Improvement of Planning in order to effect a program of instruction which focuses on continuity, basic skills and knowledges and an integrated curriculum through the implementation of the currently issued Board of Education Curriculum Bulletin "Minimum Teaching Essentials K-9" (Copy. 1979)

This bulletin gives specific teaching goals for every subject area for K-9. All of the communication arts (listening, speaking, reading and writing), mathematics, science, art, music, physical education, health education and special subject areas are covered in detail by grade level. It is a clearly arranged 500 page document in which every teacher from Grades K-9 can find exactly what should be taught on each grade level. These minimum essential skills must be taught before expansion to other "frills" and "fancies".

I have selected a committee of teachers to work with me on the implementation of this curriculum bulletin. We will initiate implementation the first week in February and concentrate our efforts in this direction through the months of Feb. - May. As we develop this program of implementation your advice, recommendations, and expertise will be most helpful and vital to the success of this aspect of staff training. We can all benefit from sharing our professional experiences with each other.

The cost of this bulletin to the school is $4.25 per copy. (sells for $8.50ea). I have placed an order for the school so that each teacher may have a copy for use this school year. Should you wish to own your own copy you may make the purchase. School copies will be recalled the second week in June, therefore, school copies cannot be written in. They will also be catalogued.

Please submit in writing to Mrs. Lieberman not later than January 11th, your interest in purchasing your own copy. A copy is available in my office if you wish to see the bulletin.

1.5 Review of Plan Books By Supervisors (Mrs. Russo, Mrs. Gelia)

Please be advised that the following changes in the schedule of review of Plan Books will become effective beginning Friday, January 18th.

.Plan Books (All Grades, Clusters, Other Special Area Teachers) will be reviewed every Friday (beginning Friday, Jan. 18th)

.All Plan Books are due in my office (send to Mrs. Lieberman) not later than 9 A.M. (Compliance with this procedure will assure return of plans to teachers by noon of the same day.

.Planning for the week must reflect plans for the week following the due d.d. i.e., plans due Friday, Jan. 18th must reflect completed plans for the week of Jan. 21 through Jan. 25.
Rationale: Supervisory Review of Plans must take place prior to implementation of plans in instructional program

.Plan Books (Reading and General Plans including all other subject areas) must be one continuous series of weekly plans beginning Sept. 1979 through June 1980. Should you find it necessary to begin a new book, please see me.

.Supervisors signature merely indicates that it was reviewed by a supervisor. Signature does not assure effective or appropriate planning.

January - February Plan Book Highlights

.See December Planbook Highlights - S.B. #27. (Nov. Fac. Conf. Notes)

.Items detailed in item 1.2 of this bulletin

2. Administrative Matters

2.1 Pupil Attendance

.Please note that our average attendance has dropped several percentage points since November. Although the weather is cold, snowy, etc., we must still insist that pupils attend school unless they are ill. Insist on valid absence notes, notify supervisor of suspected cases of truancy, etc.

.Congratulations to Mrs. Reilly and class 7R whose average attendance (Jan. 2-5) was 97% when the rest of the school maintained an 83% average

.Attendance Olympics
The Board of Education (in order to increase pupil attendance) will be rewarding 60 elementary schools with visits from special entertainers and professional athletes. The schools involved will be those with the most improved as well as the best attendance. WE WILL BE REWARDED FOR EXCELLENT ATTENDANCE. These rewards will be based on attendance for the 79-80 school year.

2.2 Substitute Teacher Information

.As a result of your substitute teacher feedback sheet, we will be giving substitute teachers very specific information if and when they are assigned to your class.

.Until this information is forthcoming, please maintain the following in your top drawer of your desk -
..A seating plan
..An up-to-date pupil profile sheet (S.F. #36)
..The weekly program sheet
..Your plan book (when not in use)

2.3 Shelter Drill Procedures - Ref. S.B. #36 - Jan. 2, 1980

.Please read carefully instructions in this bulletin.

.A Shelter Drill will be held in January.

Note: We will be using the "shelter drill alarm signal" in lieu of bells for these drills

2.4 Pre-Holiday Clean-Up and Holiday Parties - Ref. School Bulletin 32(12/20/79)

.Please note that this bulletin refers to all parties that you may have throughout the school year.

N.B. - Parties should be held the day before the last school day (in advance of a holiday.

Parties should end at 2 P.M. to allow for a sufficient and thorough clean-up.

2.5 School Security Plan - Alarm System

.You will be receiving, shortly, an addendum to our school security plan defining distinct alarms -

1- Will be used for Shelter Drills

2- Will be used to lock all class doors (intruder, bomb scare, etc.)

3- Will be used to evacuate building (disaster alarm)

4- All Clear

2.6 Master Schedule and Adjustments (School Schedule No. 1-Jan. 80-to be issued shortly)

.Adhere strictly to this schedule as it is used to locate personnel in emergency situations.

.Do not make any changes without approval from supervisor (this means that no informal changes are permitted)

.Special instructional periods such as chorus, drama, etc. may not be cancelled without permission from a supervisor (children must not be denied access to these special groups for reasons of punishment, convenience, etc.)

2.7 Pupil Profile Sheets - (S.F. 36 and Addendum A)

.The purpose of these sheets is to have a ready available listing of all special services to pupils in addition to the regular classroom instruction.

.Keep profile in center desk drawer, up to date and accurate. Use red pen for discharges and inter-class transfers.

2.8 Multi-Media

.All multi-media films should be followed up with class discussion.

.Use Mr. Lewis' weekly film guide as your resource material

2.9 School Letters to Parents and Parent Newsletter

.Parents have complained that they have not been receiving the letters and/or Newsletter.

.Please emphasize with pupils the importance of delivering letters home to be read by parent.

.Make sure that letters go out the day you receive them.

.Post copies on your class Daily News bulletin boards

2.10 Dissemination of School Material

.All messages, circulars, bulletins, etc. emanating from the main office must be approved by Mrs. Russo in writing.

.Administrative and instructional materials circulated by Mrs. Gelia and/or Mr. Landsmen will have previously been approved.

.The circularizing of petitions or other materials of any personal nature is not to take place during a teacher's school time in order to not interfere with the responsibilities of the person circulating the material or with other staff members.

No instructional or prep time - non school organization sheet, or material can be used for these purposes.

.Literature disseminated by the UFT Chapter Chairman does not require the principal's authorization.

2.11 Revised Procedure - School Information

.To assure the receipt of all school bulletins, circulars, etc., you will be apprised each Friday (above time clock) of all items distributed during the week. Please request all items you did not receive. (However, please check before making requests in writing to the secretaries.

2.12 Use of School Typewriters

.There is limited physical space in our main office.

.The 2 office typewriters in the main office are for use by the secretaries.

.Please use the typewriter in room 518 (ESP Resource Room) for your instructional materials.

2.13 "TODAY AT 31" - Office Calendar for Class Excursions, Personnel Meetings Out of Building, etc.)

Please submit in writing to Mary DeRos, well in advance, dates scheduled for your class trips and/or meetings, conferences, etc. you are attending out of the school. Mary DeRos will keep the Office Calendar posted conspicuously in Main Office. This calendar will be referred to as "TODAY AT 31".

2.14 Cumulative (Yellow) Record Card

Periodic review of this card is at this time due. Review and update with your children home background information section.

2.15 Curriculum Publications Necessary to Implement Minimum Teaching Essentials

(School Bulletin No. 38 D -addendum to Jan.Fac. Notes)

2.16 Professional Literature - Magazines, Periodicals, etc. 1979-80 School Year

(School Bulletin No. 38C - addendum to Jan. Fac. Notes)

3. Teacher Personnel Matters

The following is a brief review of approved Bureau of Personnel procedures in the area of employee absence:

.On the 16th of each school calendar month, one day is credited to your Cumulative Absence Reserve record, thereby totalling 10 days.

.Authorized absences, with pay, fall into the following categories:

-Self-Treated and/or Personal Business - cannot exceed 10 days per year
.Personal business cannot exceed 3 days per year
.Reasonable advance notice is given to Principal for approval of Personal Business days
.Days off for personal business are intended to be used only for personal business which cannot be conducted on other than a school day and during other than school hours.

-Medical - Form CP198
.Medical certification of your personal physician may appear on Form CP198 or may be submitted directly to the Medical Director on Form CP407 (Request forms from secretary.)
.You may attach your physician's note to Form CP198, if it is more convenient.
.BE CERTAIN THAT PHYSICIAN'S NOTE CERTIFIES INCLUSIVE DATE/S OF ABSENCE AND MEDICAL REASON FOR ABSENCE.

-"Non-Attendance" absence such as Graduation, Death in Family, etc.
.Not deducted from C.A.R.

.Policy of Board of Education: "Employees should be at work every day that they are scheduled to work:
."The quality of employee attendance will be evident from the record. A suspicious pattern of absenteeism (series of absence primarily on Mondays, Fridays, before or after holidays) may be in violation of policy and contractual agreements."

It is recognized that most teachers do their utmost to be at work every day. They come during inclement, even stormy weather and often have to overcome difficult traveling conditions to get to work. Your continued good health and professional dedication to our children is evident in our school's performance.

(Mrs.) Carol Russo, Principal

/ss

SCHOOL BULLETIN NO. 38
Jan. Fec. Conf. Notes

CALENDAR

Jan. 4,8	-	Staff Development Workshops
Jan. 8,17	-	Elsa Guzman Moran, District 7 Bilingual Program Coord. to visit bilingual classes
Jan. 7	-	SM's Tribute to Martin Luther King at Grade 3 Assembly
Jan. 9	-	9 A.M. - PTA Meeting on Schoolwide Reading Program 1:30 P.M. - ESP Parent Meeting - Grade 5 Betty Medina Villanueva - CSB Member to address parents
Jan. 10	-	ESP Cycles Sharing
Jan. 17	-	ESP Cycle II to Commence
Jan. 21	-	Martin Luther King Day - Schools Closed

Cancelled: Jan. 23 Principals' Conference at '31

Jan. 24	-	Dr. Cook (EDC) and Dr. Whitney, (Princeton) to visit school Math Program
Jan. 30	-	Monitors from Central Board's Bilingual Office to monitor SPS 31's bilingual program
Week of Feb. 4	-	Staff Development Workshops (faculty Conference)
Feb. 7	-	Charlotte Franck, Executive Director Curriculum and Instruction, to visit schoolwide programs at SPS 31

/ss

THE WILLIAM LLOYD GARRISON---------SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 38A

January Faculty Conference Notes (Addendum) — January 7, 1980

PLANNING AND PROGRAMMING AT SPS 31

Purpose and Intent: The program of a school should reflect its educational philosophy. It should be an instrument in the implementation of its educational goals. The proper planning and execution of the program will help to provide for the special needs and interests of the pupils through a curriculum which is diverse, flexible and individualized, through the development of talents, and through the utilization of special abilities of staff. Moreover, a creative and flexible system of programming (individualized, departmentalized, small group, whole class, team approach, etc.) allows each staff member to interrelate within the framework of the total school organization so that the school's goals can be cooperatively achieved.

Program Description

1. Special Primary Program - Title I

The Special Primary Program, a unique program for SPS 31, provides for an overlay of staff (5 teachers and 5 paraprofessionals) who concentrate on supplementing the reading, language, ESL, and mathematics skills in a framework of small group instruction for pupils in Kgn. through Grade 5.

1.1 Reading Component

Approximately 175 children participate in the Reading component in grades Kgn.-5. The criteria for pupils participation in the reading component are as follows:

Kgn. - 23% or below on Metropolitan Reading Tests-9/79

Gr. 1 - 23% or below in SESAT II (Stanford Early School Achievement Test-9/79

Gr. 2 - Reading Level: 23% or more below grade on SAT-6/79

Gr. 3 - Reading Level: 23% or more below grade on NYC-6/79 or SAT-Primary II-10/78

Gr. 4,5 -Reading Level: 1 year or more below grade on NYC-6/79 or CAT -10/79 or minimum competency level on 3/78 Test

Pupils in the Reading component are seen by Special Primary teachers or paraprofessionals either daily during the group reading program or (twice a week) during the scheduled "TIP" (Team Instructional Period).

The majority of pupils in this component come from 1S, 1B, 1R, 2G, 3D, 3L, 3Z, 4A, 5F.

Pupil progress will be evaluated with a pre/post test design using the appropriate level of CAT (Gr. 2-5) MRT (Gr.K) SESAT (Gr. 1)

1.2 Math Component

Approximately 78 children in Grades 1 to 5 participate in the Math component. Those children in grades 2,3,4 and 5 are programmed to the Special Primary Intensive Math teacher and paraprofessional during the group math period (3 times a week) or twice a week during the scheduled "TIP" when another Title I teacher is available as the other member of the team. Pupils come from 4K, 5H, 2R, 2G, 3L, 3D.

Using a small group and individualized teaching approach, math is taught using kits and manipulative materials.

Criteria for participation in the Math component:

Gr. 1,2,3,4: 23% or more below grade level

Pupil progress will be measured with a pre/post test using the appropriate level of the CAT (Gr. 2,3,4); SESAT (Gr.1).

1.3 Writing Component

Approximately 58 children in grades 2 to 5 participate in the Writing Component. These children were selected based on reading competency. They are programmed to the Teacher of Writing during scheduled "TIP" twice a week. Pupils come from 2G, 3D, 4A, 5P. Progress will be measured with a pre/post test using the Language Section of the appropriate levels of the Iowa Test of Basic Skills.

1.4 ESL Component

Approximately 93 children participate in the ESL component. Participating children are those who qualify for the Consent Decree or bilingual instruction. These children in Kgn., 1K, 1A, 3/4F as well as those whose parents opted them out of bilingual class are scheduled for small group instruction with the teacher of ESL and/or the paraprofessionals.

Pupil progress will be measured by the appropriate level of the GTA in grade 1; Boehm in Kgn; Stanford Diagnostic in grades 3-5.

2. Diagnostic Prescriptive Learning Program (DPLP) - PSEN

Designed to improve the reading skills and reading achievement of pupils in middle and upper grades who are reading 1½ years below grade level. Four classes (5M, 5P, 4K, 4A) attend the reading lab 5 times a week. Students are tested, grouped and programmed to instruction in the developmental reading skills in the cycles. Each reading lab period is staffed by one reading lab teacher, the classroom teacher and two paras.

Phase two of the program will include Fountain Valley Testing and the preparation of specific learning contracts based on diagnosis thereby individualizing the instruction even more.

Pupil progress will be evaluated by a pre/post test using the appropriate level of the CAT.

3. The Group Reading Program is a schoolwide program involving pupils in grades 1 through 5. Pupils are divided into homogeneous groups, smaller than class size and receive intensive reading instruction daily for approximately 50 minutes. Class and grade lines are crossed and all staff members are involved in the reading effort.

The scheduled reading periods are:

Grades 1 & 2	- 9:40-10:25
Grades 3 & 4	- 10:20-11:15
Grade 5	- 11:20-12:15

Flexible grouping, diagnostic testing, ad-hoc grouping for specific skills teaching, diverse materials, "contracts", and an eclectic approach are integral parts of the group reading program.

4. Staff Development Program - District Reading Improvement Effort

The Staff Development Program is designed to create a structured, well-planned and managed learning environment within the classroom which stresses small group instruction and independent study. The classroom is organized into 4 areas of learning and the pupils are divided into 4 groups, each of which is scheduled to one or two different activities or areas within the period. These activities include:

- .Independent Activities (children work on structured activities and games designed to develop thinking skills)
- .Directed Reading - (A teacher - directed developmental skills lesson)
- .Contract Work - (Children work independently in this area on specific exercises prescribed for specific needs diagnosed)
- .Learning Center - (Children work in this area on activities centering around a specific theme or concepts in a subject area: science, math, social studies, creative writing, art, etc.

Within the group reading period and/or during other periods of scheduled to be used by Ms. Kestel, Mr. Avasso, Mr. Fattizzi, Ms. Walters, Ms. Rubin, Ms. Rosen, Ms. Lang, Ms. Richter, Ms. Mooney, (Mr. Braunstein, Ms. Kornberg, Mr. Polsso, Ms. Rasch are also using a modified design).

5. The ESP program at SPS 31 is part of a district-wide program designed to meet the needs of students in the district who have been identified by district criteria as gifted and/or talented. SPS 31 is the magnet elementary school for the G/T while JHS 149 services grades 7-9. In SPS 31, the classes designated as ESP are 1M, 3M, 4F, 5K, 5B 6R, 6P. These pupils receive a 'differentiated education' aimed at the total development of the child. Approximately 200 students participate on the elementary level.

Some highlights of SPS 31's "Differentiated Curriculum are:

...A Talent-Interest Cycle Program which aims at recognizing and nurturing the talents of the Gifted in the areas of art, music, drama, journalism, language, leadership and science.

...A meaningful parent/community involvement program.

...A Diagnostic/Prescriptive skills teaching program based upon the IOWA Tests of Basic Skills.

...A highly enriching but structured Reading program which includes Individualized Reading, Literature, Reading in the Content Areas, Library Skills and Basic Skills Development.

...An on-going Current Events program whereby pupils become acutely aware of the world around them.

...On-going dramatic and musical presentations through which pupils experience the concept cooperation as well as enhance their Oral Communication skills.

...Collaboration with outside agencies and supportive services to assist pupils with special needs and talents to gain access to specialized and private secondary schools.

...An annual ESP Fair which displays pupils work produced throughout the school year.

The District 7 Resource Center Network G/T is a program under the direction of resource teacher, Helene Bergman, and has been established to further improve the coordination of the differentiated education for these pupils by focusing a staff development and curriculum adaptation.

6. The Bilingual Program is an organized program of Spanish Instruction in grades K-5 for pupils whose test results on the Language Assessment Battery indicate greater competency in Spanish than in English.

Approximately 85 children participate in the program (Kgn., 1K, 2A, 3/4K). A supplementary program in English as A Second Language is also provided by the Special Primary ESL teacher and paraprofessionals.

7. The Generic Resource Room at SPS 31 (formally the specific learning disabilities resource room and a branch of special education) provides an individualized program to approximately 20 children who have been identified by a multi-disciplinary team as having a specific learning disability in one or more specific academic areas.

Participating pupils are in 1S, 2R, 2G, 2A, 3D, 3L, 3K, 4K, 4L and are seen for one full hour daily.

8. Cultural and Enriching Acitivites

.Primary Chorus (grades K-3) meets Wednesdays at 9 A.M. under the direction of Ms. Liner and Ms. Stromberg.

.Glee Club (gr. 4-6) meets Tuesday at 2:05 under direction of Ms. Gilman and Ms. Stromberg

.Drama Club (Gr. 4-6) meets every Friday at 11:25-12:15 under direction of Ms. Gilman.

.The Feld Ballet group (9 children) meets Mondays from 10 - 12 AM at Feld Ballet Center - 890 Broadway. Parents escort children on any alternating basis.

.Learning to Read Through the Arts provides children reading remediation in reading with enriching reading related activities in art, music, sculpture, dance, etc. 11 children participate from classes 4K, 4A, 5P & 5W. They are transported by bus to P29X on Thursdays and Fridays at 11:45 and return to 31X at 4 PM.

.Basketball Team meets Friday at 2 PM under supervision of Ms. Gilman

THE WILLIAM LLOYD GARRISON--------SPECIAL PRIMARY SCHOOL 37, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 38C
Jan. For. Com. Notes

Jan. 7, 1980

PROFESSIONAL LITERATURE - 1979-80 SCHOOL YEAR
(Magazines, Publications, Texts, Newsletters, etc.)

SCHOOL LIBRARY 507

1. Magazines

.American Educator
.Arithmetic Teacher
.Bilingual Journal
.Early Years
.Grantsmanship News
.Inside Education
.Instructor
.Learning
.Reading Teacher
.Reading Improvement
.Teacher

2. Magazines for Children (Appropriate for Teacher Reference)

.Highlights
.National Geographic World
.Ranger Rick

3. International Reading Association Publications

3.1 Journals

.Journal of Reading
.Reading Research Quarterly

3.2 Recent Individual Publications

.Assessment Problems in Reading
.Cognition Curriculum and Competence
.Cross Cultural Perspectives in Reading
.Insights Into How and Why to Read
.Learning Disabilities with Emphasis on Reading
.Linguistics Theory - What Can It Say About Reading
.Literacy for Diverse Learners
.Modular Preparation for Teaching Reading
.What Research Has to Say About Reading Instruction

4. Sampling of Professional Reference Books

4.1 Language Arts and Reading

.Acting for Children - Mary Kane Lewis
.Arbuthnot - Anthology of Children's Literature - Mary Hill Arbuthnot
.Children's Literature in Elem. School - Charlotte Huck
.Creative Dramatics in Classroom - Nellie McCaslin
.Developing Children's Perceptual Skills in Reading - Lydia Duggins
.Improvement of Reading - Ruth Strang
.Parent's Guide to Children's Reading - Nancy Larrick
.Releasing Children to Literature - Charles Reasoner
.Storytelling - Ruth Tooze
.Teaching the Child to Read - Guy Bond
.Time for Fairy Tales - Mary Hill Arbuthnot

4.2 Other Curriculum Areas

.Art of Studying - GG Neill Wright
.English As a Second Language An Individual Approach - Francis Johnson
.Meter, Handbook for Teaching Metric System - John Youngpeter
.Science for Elementary School Teacher - Gerald Craig
.Treasury of Individualized Activities for Your Music Class - Hotchkiss
.Your Child and His Art - Vivian Lowenfeld
.What Is A Masterpiece? - Charlotte Millard

All professional literature is available for circulation.

ESP RESOURCE ROOM - 518

Ventura County

.Developing a Written Plan
.Promising Practices G/T
.New Directions for Gifted Ed
.A Guide Toward Better Teaching
.Self Directed Study Guide (on G/T)
.Everyday Enrichment
.Ideas for Urban/Rural G/T
.What Makes Giftedness?
.IEP's for Gifted
.Providing Programs for G/T

Astor Program - Curriculum Experiences

N.Y. State Ed Dept.

.Curriculum Adaptation for the Gifted
.Planning and Providing Programs for G/T Creative
.Creative Thinking & Problem Solving
.Developing Defensible Differentiated Programs for G/T
.Identification of the G/T
.Creating Responsive Learning Environments

Talent Delayed/Talent Denied: Conference Report on the Culturally Different Gifted Child

Teaching Gifted Children: Math - Gr. 1-3
Music 4-6
Art 4-6

/aa

THE WILLIAM LLOYD GARRISON--------SPECIAL PRIMARY SCHOOL 37, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 340
Jan. Fac. Conf. Notes

January 14, 1982

Re: Curriculum Publications Necessary to Implement Minimum Teaching Essentials

Curriculum bulletins listed below are essential to the instructional program and to implementation of Minimum Teaching Essentials for all classes. Please indicate whether you have these bulletins.

Bulletins for grades other than yours, and not essential to your program, will be collected. We are in the process of revising the curriculum bulletin inventory which you submitted to Ms. Jolt in June. You will receive both revised list and original inventory for updating, within the next week.

(Mrs.) Carol Russo
Principal

/ss

(Please complete and return to Mrs. Dalco, Main Office by Wed., Jan. 13rd)

Teacher's Name _____ Room _____

Name of Publication	Have Publication (indicate grade)	Need Publication
Art In Elementation School		
Health Ed in Elementary School		
Sequential Levels of Reading		
Handbook for Language Arts		
Science		
Social Studies		
Math		
ESL: Teaching English as a Second Language		
Teaching Literature to the Gifted		

APPENDIX D-6:

PARENT NEWSLETTER

SPECIAL PRIMARY SCHOOL 31
425 Grand Concourse
Bronx, New York 10451

Principal: Carol Russo
Asst. Principal: Madeline Goliz

P.A. Pres.: Hilda Delgado
Comm. Supt.: Carmen A. Rodriguez
CSB 7 Pres.: Otilia Diaz

September 18, 1979

THE VOICE OF 31

Dear Parents,

Welcome back! We are off to a wonderful start and are looking forward to another successful school year.

We expect to introduce many new programs this year which we know will both educate and delight your child.

A successful school is dependent upon a cooperative effort between children, parents, teachers, school administrators, as well as an active and strong Parent Teachers Association. We know you will work with us for the mutual benefit of your child and the school.

This Parent Newsletter will be sent to you every 3 to 4 weeks to inform you of current happenings at "31". Please be certain to ask your child to give you all notices and letters sent home to parents.

Best wishes to you and your children for a most successful school year.

****

PUPIL TRANSPORTATION

.School Buses

In order to continue to receive Board of Education contract bus service, children must be taught to behave properly and safely on school buses. Please stress this fact with your child at home.

.Bus Passes

Bus passes are expensive and hard to come by. Please discuss with your child the need to prevent the loss of bus passes. We will not be able to replace them if they are lost.

****

PUPIL PERSONAL FORMS

.Lunch

In order for your child's continued participation in our school lunch Program, it is necessary for you to fill out the attached form called National School Food Programs. Please fill out this form accurately and send it to your child's teacher

****

"FELD BALLET COMPANY (Grades 3, 4, 5, 6)

(over - column 2)

ALL NEW YORK CITY SCHOOLS WILL BE CLOSED MONDAY, OCTOBER 1 - RELIGIOUS HOLIDAY AND MONDAY, OCTOBER 8 - COLUMBUS DAY

****

SCHOOL TIME SCHEDULE

Breakfast	-	8:00-8:25
Line-Up-Time	-	8:25-8:40
Gr. 3,4 Lunch	-	11:20-12:10
Gr. 1,2 Lunch	-	12:15-1:05
Gr. 5,6 Lunch	-	1:00-1:50

Bus Dismissal (Walton-Gerard)

Gr. Kgn, 1 - 2:45
Gr. 2 - 3:00

Bus Dismissal (St. Anns)

Gr. 1-6 - 3:15

School Wide Dismissal

3:00 - To Outer Yard

****

PUPIL PERSONAL FORMS (continued)

Emergency Information

If your child were to get sick or have an accident it would be necessary to get in touch with you. Since many parents work or have no phone, it is very important that you complete in full the "Blue Pupil Emergency Card and return to your child's teacher immediately. Be sure to show telephone numbers for yourself, relatives and or friends who can be called in an emergency.

Dental Health

Your child should visit the dentist annually. If your child visits the dentist before "under treatment" or "completion note" forms are available, a simple hand written note from the dentist will be acceptable. It is not necessary to wait for forms.

****

Cordially,

(Mrs.) Carol Russo
Principal

La Voz De La SPS 31

Septiembre 18, 1979

Estimados padres,

Bienvenidos de nuevo! Ya hemos comenzado bien y otra vez anticipamos gran éxito durante este nuevo año escolar.

Pensamos introducir muchos programas nuevos este año y estamos seguros que estos instruirán y deleitarán a su niño(a).

Una escuela ventajosa depende del esfuerzo cooperativo entre los niños los padres, los maestros, y los administradores escolares tanto como la Asociación De Padres Y Maestros, activa y fuerte. Sabemos que trabajarán con nosotros a favor de los niños y la escuela.

Esta carta de noticias a los padres se les mandarán cada 3 o 4 semanas con el fin de informarles de los acontecimientos corrientes en la '31. Favor de asegurar que sus niños les entreguen todas las noticias y las cartas mandadas de la escuela a la casa.

El nuestro deseo que Uds. y sus niños gocen de un año escolar maravilloso.

Transportacion De Los Alumnos En Las Guaguas Escolares

Para que podamos continuar a recibir el servicio de guaguas contratado por la Junta De Educacion debe de asegurar a los niños portarse correctamente y seguramente en las guaguas escolares. Favor de dar énfasis en esto a sus niños en casa.

Pases Para Las Guaguas

Los pases de guaguas son carísimos y son difíciles a conseguir. Favor de discutir con su niño la necesidad de prevenir la perdida de los pases de guagua. No podremos reponerlos si se pierden.

FORMAS DEL PERSONAL DE LA ALIANZA

Almuerzo - Para que su niño continuara a participar en nuestro programa escolar del almuerzo, es necesario que llenaran la forma adjunta que se llama: Los Programas Nacionales Escolares De Comida. Favor de llenar completar exactamente la forma y devolverla al maestro de su niño.

Informacion De Emergencia - Si por acaso, se lesiona el niño suyo, o si tiene un accidente, sería necesario ponernos en contacto con Uds. Puesto que muchos padres trabajan o no tienen teléfono, a veces no es posible ponernos en contacto con Uds. Favor de llenar completar correctamente esta forma para que siempre haya alguien con quien podamos ponernos en contacto, sea el padre, un pariente, un amigo o un vecino, si por acaso es necesario avisarles por teléfono de una situación de emergencia.

TODAS LAS ESCUELAS DE LA CIUDAD DE NUEVA YORK SE CERRARÁN EL LUNES, OCTUBRE 1, POR CAUSA DE LA FIESTA RELIGIOSA Y EL LUNES, OCTUBRE 8, QUE ES EL DÍA DE COLÓN.

FELD BALLET COMPANY

As promised last year, we will be working closely with a professional ballet company starting in October. On Tuesday, Sept. 25th, the ballet company will come to audition our complete 3rd, 4th, 5th and 6th grade. We anticipate that approximately 25 pupils will be accepted. If your child is chosen, you will be notified.

The Ballet Company has requested that pupils bring short pants or leotards to the audition on Tuesday, Sept. 25th. Please cooperate.

COMPAÑIA DE BALLET FELD

Como se prometió el año pasado, nosotros trabajaremos estrechamente con una compañía profesional de ballet, empezando en el mes de octubre. El martes, Sept. 25th, la compañía vendrá al auditorio para que todos los niños de los grados 3,4,5 y 6 conozcan una audición. Esperamos que aproximadamente unos 25 alumnos se acepten. Si, por acaso, se selecciona el niño suyo, se les notificará.

La Compañía De Ballet ha pedido que los alumnos traigan pantalones cortos o "leotards." Favor de cooperar.

HORARIO ESCOLAR

Desayuno - 8:00-8:25
Primeras Líneas - 8:25-8:40
Grados 3,4 almuerzo, -11:20-12:00
Grados 1,2 almuerzo -12:15-1:05
Grados 5,6 almuerzo, 1:00-1:50

Despedida A Las Guaguas:
Walton-Gerard - Kdgn y Gr. 1 - 2:45
Grado 2 - 3:00
St. Ann's - Grados 1-6 -3:15

La Salud Dental

Su niño debe de verse con el dentista anualmente. No es necesario esperar las formas. Si su niño se va al dentista antes de recibir las formas indicando "baja tratamiento" o "tratamiento ya cumplido", bastara una notita sencilla, escrita a mano por el dentista.

Cordialmente,

(Mrs.) Carol Russo
Principal

APPENDIX D - 7:

SCHOOL BULLETIN 27B

THE WILLIAM LLOYD GARRISON---SPECIAL PRIMARY SCHOOL 31, BRONX

Mrs. Carol Russo - Principal

Mrs. Madeline Golia-Asst. Prin.

SCHOOL BULLETIN NO. 27B — November 28, 1979

1. Daily Procedures

1.1 Time Allotment - Adhere strictly to the following time limits:

Grade 1 - 15 min.	Grade 4 - 30-60 min.
Grade 2 - 15-20 min.	Grade 5 - 40-60 min.
Grade 3 - 20-30 min.	Grade 6 - 50-60 min.

Occasionally ask children how long homework assignment took them and modify accordingly.

1.2 Assign homework DAILY even before a mid-week holiday.

1.3 Check and correct homework DAILY.

1.4 Is mandatory to include at least one math exercise and a reading assignment related to the daily reading activities.

Grades 1-2: Reinforce sight vocabulary and word recognition, using words within a context.

Grades 3-6: Provide meaningful vocabulary building exercises to develop comprehension skills.

1.5 In your plan book indicate the homework assigned daily.

2. Guiding Principles and Purposes - Homework

2.1 Acts as a link between parents and school..

2.2 Provides enrichment of curriculum.
.Opportunity for creative activities
.Extension of classroom teaching

2.3 Reinforces classroom learning.

2.4 Develops sense of responsibility and desirable work habits.

2.5 Gives child direction of leisure time activities at home.

2.6 Permits child to note his own progress

2.7 Serves a valid educational purpose.

3. Essential Characteristics of Homework

3.1 Planned cooperatively with pupils when feasible.

3.2 Related to classroom instruction and adequately motivated.

3.3 Specific, and completely understood, so that pupils complete work without adult assistance, and thus get training in independent study.

3.4 Recorded on the blackboard and copied by the pupils. Continuous record of class homework assignments maintained by a class secretary.

3.5 Adapted to meet needs, interests and abilities of groups of children, offering pupils opportunities to develop creative ability and do research.

3.6 Individualized for specific pupil, when the group assignment is appropriate.

3.7 Developed gradually from simple assignments to more complex.

3.8 Utilized as motivation for new lessons, or a follow-up of previous lessons.

3.9 Started in class when new or difficult work has been introduced.

3.10 REALISTIC insofar as time required to ACCOMPLISH.

3.11 Used to provide additional and/or intensive practice in a skill, but,
NEVER GIVEN AS A PUNISHMENT.

3.12 Modified in the light of resources available at home (encyclopedias, dictionaries, libraries.)

4. Types of Homework Assignments

Lower Grades 1 - .No formal written work for most pupils.
.Special work for certain pupils given judiciously at the discretion of the teacher.

4.1 Study Assignments - Supplementary reading selecting pertinent news articles, reviewing for a test, fixing facts, preparing for a panel activity, summarizing, library assignment, textbook assignment.

4.2 Writing Activities - Spelling, outlines, answers to questions, poems, riddles, creative writing.

4.3 Listening Activities - Telephone conversations, worthwhile television programs, appropriate radio programs, film version pictures.

4.4 Reading Activities - Textbook, library books, newspapers, magazines, encyclopedias.

4.5 Research Activities -
.Interviewing, finding pictures, note-taking.
.Observing and Reporting - Field trips, family visits, plays, exhibits, vehicles, seasonal changes, prices in the supermarket.

4.6 Drill and Practice Activities

.fixing facts
.figuring or calculating
.spelling words
.doing problems, graphs, puzzles, number albums

4.7 Work and Health Habits
.Preparing for morning inspection: handkerchief, grooming, etc.
.Getting ready for school: pencils, pens, books covered, etc.
.Getting ready for school: no gum, candy, etc., in school.
.Preparing correct attire for Assembly, Health Ed., Weather, etc.

4.8 Parent-School Activities
.Bringing in absence notes; lateness charges signed.
.Bringing home school letters, invitations to school activities, and returning signed stubs.
.Bringing home messages (verbal) to parents.

4.9 Collection Activities

.Bringing in milk, lunch, trip money, etc.
.Bringing in articles from home.
.Bringing in hobby collections: leaves, shells.

4.10 Hobbies or Project Activities
.Scrapbooks, Calendar, making Dioramas, posters, maps.

4.11 ~~REPORT~~ .Punishment
.Destructive, repetitious writing or arithmetic
i.e., 25 times.....
.Time-wasting busy work.
.Difficult assignments.
.Topics not covered in class.
.Uncorrected work.

5. Homework Routines

5.1 Set standards of neatness and format (proper headings, referrals to book used, etc.)

5.2 Check for accuracy and proper handwriting, using conventional form of letters, taught in specific Handwriting lessons.

5.3 Develop a procedure for checking and correcting errors.

5.4 Maintain a special homework notebook or section(optional)

5.5 Make it apparent that homework is checked DAILY; e.g., teacher initials, check marks, stars, comments, suggestions for improvement. See pupil privately to explain.
NEVER WRITE ON [illegible] THAT MUST BE REDONE, UNLESS OR DECIPHER.
Avoid negative criticism. Use positive phraseology: "write faster" instead of "sloppy", "would like to see better work" instead of "very bad", or "please check and re-write" instead of slashing the paper with an X or crumpling and discarding it.

5.6 Provide opportunities for pupils to write the item correctly after they are certain of the correction.

5.7 Use pencil for math.

5.8 Have pupils write the questions, as well as the answers, in full sentences, to avoid meaningless words or dates on a full homework page. Gradually introduce the technique of incorporating phrases from the questions in writing answers.

5.9 Request that homework be examined and signed by parents periodically.

5.10 Discuss tactfully home environment with pupils - time, place, materials, lighting, atmosphere.

5.11 Train pupils in skills in completing homework assignments properly

5.12 Provide system for checking homework.

.Spotchecking
.Pupil exchange and check
.Student teachers, where possible
.If assignment is in preparation for a lesson, then check at time of that lesson.
.Self-checking
.Intensive check by teacher

5.13 Review homework assignment in summarizing learnings of the day at 2:50 P.M.

6. Role of Parents
(Discuss with parents during parent interview periods)

6.1 Parents must not do the homework

6.2 Parents should provide:

.Adequate homework notebooks and assignment books.
.A suitable a place and as regular a time as possible for homework.
.Balance of time for rest, work and play.
.Opportunity to develop habit of starting work promptly.
.Praise for good work.
.Opportunity at home to develop good habits of finishing chores, listening attentively, following directions and caring for materials.

7. References

Grade Guide: 3-4, pp.48,50
Grade Guide: 5-6, p.50
Planning and Plan Books: pp.18,20,23,24 (Grades 3,4,5)
Staff Bulletin: February 10, 1964
Guide for Newly-Appointed Teachers in the New York City Elementary Schools, p.40
School Bulletin No. 24 - Oct. 27, 1967 -Guidelines for Group Reading -Item 4

(Mrs.) Carol Burns
Principal

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